DOCUMENT RESUME

ED 439 690 IR 019 962

TITLE	CNN Newsroom Classroom Guides. February 2000.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Newtown, PA.
PUB DATE	2000-02-00
NOTE	124p.
AVAILABLE FROM	Turner Educational Services, Inc., 105 Terry Dr., Suite 120, Newtown, PA 18940-3425 (specify date; videos of broadcasts, $24.95 per episode). Tel: 800-344-6219 (Toll Free); Web site: http://learning.turner.com/newsroom/archive.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; News Media; Programming (Broadcast); *Social Studies; World Affairs
IDENTIFIERS	Cable News Network; *CNN Newsroom; Web Sites

ABSTRACT

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for February 1-29, 2000, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: significance of the New Hampshire Primary, victors in the New Hampshire Primary, activities of the presidential candidates, and more activities on the campaign trail (February 1-4); Hillary Clinton's candidacy, key issues of Democratic and Republican campaigns, the Middle East Conflict, Israel and Lebanon, Internet attacks, and withdrawal of Steve Forbes's bid for the GOP nomination (February 7-11); Death of Charles Schulz, President Clinton's online interview, Internet security, high gas prices, and asteroids and images collected by NEAR (February 14-18); South Carolina Primary, Democratic presidential debates, Election 2000, and Mozambique floods (February 21-25); rising fuel prices, and rescue efforts after Mozambique floods (February 28-29). (AEF)

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CNN Newsroom Classroom Guides
February 2000

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CNN NEWSROOM Guide

February 1, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 00:45... 02:25
Top Story ... 04:30... 06:55
New Hampshire voters head to their "First in the Nation" Primary.

YOUR DAILY DESK ... 00:25... 07:20
Health Desk ... 02:20... 09:40
Space research is being used to enhance the health of humans on earth.

Turner Website Information ... 00:40... 10:20
Information on the CNN NEWSROOM Daily Guide

WORLDVIEW ... 00:25... 10:45
Top of the World ... 03:15... 14:00
The Taliban begins to allow the education of Afghan girls.

Did You Know? ... 03:10... 17:10
The GAP dam project brings economic hope to Turkey and a new source of friction to the Middle East.

Where in the World? ... 03:30... 20:40
Dr. Patch Adams visits Cuba.

NEWSROOM CHRONICLE ... 00:25... 21:05
Democracy in America: High School Campaigning ... 02:45... 23:50
Presidential candidates reap benefits from campaign stops at high schools.

Check It Out: Extraordinary Pet Care ... 02:30... 26:20
This non-profit medical center treats pets with modern technology and old-fashioned love.

Look Ahead ... 00:40... 27:00
Drugs: Perceptions, Realities
Series begins Feb. 3rd.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: New Hampshire Primary

1. Why is today's New Hampshire Primary politically significant? What do the latest CNN/USA Today/Gallup Polls indicate about the races for the Democratic and Republican presidential contenders? Make your own predictions about the outcome of today's Primary, and explain the rationale behind your views.

2. Who are the two Democratic contenders for the presidency? How has the tone of their campaigns changed in recent days? Why is Bill Bradley taking issue with Al Gore's credibility? What is Al Gore doing to solidify his lead in the polls? What could a win in New Hampshire do for each of these candidates?

3. Who are the Republican presidential candidates? According to the poll cited at the beginning of this segment, which two candidates are in the lead? How did each of these candidates spend the last 24 hours before the Primary? What issue did John McCain emphasize? How did George W. Bush present himself to New Hampshire voters? How might victory impact the campaign of each of these contenders?

4. Political analysts believe that core Democrats and Republicans will likely vote for Al Gore and George W. Bush, respectively. Yet the independent voter is a strong force in New Hampshire politics, and Bill Bradley and John McCain could benefit from that force. Ask your students to consider how a political independent is different from the traditional party voter. Then have students work in groups to search for information on the political climate in New Hampshire. Who are the independents? What issues and candidates' positions on them might be significant in determining how they will vote? Share group findings. Next have each group choose one candidate on the ballot in this Primary and research his views on the issues. Have each group present its findings. Are the pundits accurate in predicting that the independents will likely vote for Mr. Bradley and Mr. McCain? Why/why not? Discuss.

5. New Hampshire's "First in the Nation" Primary is a contest rich in history and political significance. It's more than an election, it's a media event and an economic shot in the arm for the state. As one New Hampshire Primary website puts it, "It's a wondrous situation where the candidates and the journalists put on the spectacle and then pay us for giving them the opportunity." Direct your students to learn more about the history and spectacle behind this political event and share their findings. Challenge each student to put himself/herself in the place of a journalist. Ask students: What aspect of this event would you choose to cover, and why? Direct each student to present a written, audio, or video-taped report on one aspect of the New Hampshire Primary.

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/01/31/nh.tablesetter/index.html
http://www.nhprimary.com/
http://www.nhprimary.nhsl.lib.nh.us/
http://www.nhpr.org/newsroom/politics/nh-prim/nh-prim.htm
http://www.nhpr.org/newsroom/politics/nh-prim/candprim.htm

EDITOR'S NOTE:
New Hampshire Primary
tracking poll
Al Gore
Bill Bradley
John McCain

George W. Bush
Steve Forbes

YOUR DAILY DESK

Health Desk : Space Medicine

1. Why are scientists interested in understanding the physiological and psychological impact of space travel on humans? What are some of the ways that the information obtained from astronauts and their work in space is being used to benefit the health of humans on earth?

2. According to the video, how many Americans have problems sleeping? Do you have trouble sleeping? If so, why? What are the physical and psychological effects of sleep deprivation? Why do you think people (on earth) have difficulty sleeping? How is space research being used to help people with sleeping disorders?

3. In the video we learn that space observation is being used to predict disease patterns on earth. What is the correlation between climate and disease? Why is predicting disease patterns important?

4. Share the following information with your class: "A recent report of the U.N.'s World Health Organization records that, since 1976, thirty diseases have emerged that are new to medicine. The reappearance of old diseases--once thought under control--is of equal concern." These diseases include: tuberculosis, HIV/AIDS, diphtheria, whooping cough, measles, malaria, cholera and yellow fever. Refer students to multimedia resources, including the first website below, to learn more about one of these diseases, how the disease is contracted, and how environmental and social changes have exacerbated the spread the disease. After students present their findings, have them explain how being able to predict the transmission pattern of these diseases could be used to stop their spread.

5. Aerospace Medicine, which began during the 1960s, is a "branch of preventative medicine that deals with the clinical and preventative requirements of man in atmospheric flight and space." Refer students to the links below to learn more about the field of Aerospace Medicine. Group students. Have each group prepare a presentation about one of the medical conditions or areas of research being addressed by aerospace scientists. Have students share their findings and discuss.

LINKS:
http://www.gcrio.org/CONSEQUENCES/vol3no2/climhealth.html
http://www.hq.nasa.gov/office/olmsa/
http://www.hq.nasa.gov/office/olmsa/smi/index.htm
http://www.asma.org/index.html
http://www.asma.org/pubs/slides/ppframe.htm
http://www.reston.com/astro/medicine.html#intro
http://cnn.com/TECH/space/9903/15/nasa.flu.drug/index.html

EDITOR'S NOTE:
disease patterns
Aerospace Medicine
astronauts
sleeping problems
International Space Station

WORLDVIEW

Top of the World : Taliban Education

1. Locate Kabul, Afghanistan on a world map. What is the Taliban? When and under what circumstances did the Taliban capture Kabul? Why have the Taliban's policies towards women been criticized by the international community?

2. Why have Afghans historically given the education of girls a lower priority than the education of boys? Why do you think the Taliban is changing its policy regarding the education of girls? Approximately how many children are now being educated in private homes in Kabul? Why? What types of challenges and problems do you think the girls' teachers might encounter as a result of their work? According to Mr. Muttawaki, what can the international community do to make education more accessible to children in Afghanistan? Do you agree or disagree with Mr. Muttawaki? Explain.

3. Facilitate a discussion with your class about why education is important to the development of individuals and society. Refer students to their texts and Internet resources to learn more about the history of Afghanistan and the roles of its men and women. Then, ask students: What is oppression? Do you think the women of Kabul are oppressed? Explain. How do you think gender roles in Afghanistan developed? Why do you think these gender roles continue to exist? If all Afghan girls were to receive formal education, do you think their societal roles would change? Explain. After the discussion, refer students to the websites below to determine if the Taliban's policies towards women violate the United Nation's Universal Declaration of Human Rights. Discuss.

4. Ask students: In your country, is education considered a privilege or a right? What is the difference? Do you think boys and girls are treated equally within your nation's educational system? Why/why not? Have students determine whether gender biases exist in their country's laws and customs. Direct groups of students to consider one of the following issues: Dictates regarding marital status, unwanted pregnancy, education, divorce, and workers' rights. Have groups present their findings and discuss. Ask students what changes, if any, should be made to make the laws and customs in their country more equitable.

LINKS:
http://www.encyclopedia.com/articles/00164.html
http://www.unhchr.ch/html/intlinst.htm
http://wilbur.wellesley.edu/A-M/dhaya/AWAI.html
http://www.un.org/womenwatch/daw/cedaw/protocol/optional.htm
http://www.un.org/womenwatch/
http://www.oneworld.org/ips2/mar98/afghan_women.html
http://www.worldbank.org/gender/info/country.htm

Did You Know? : Fertile Crescent Dam

1. What is the Southeastern Anatolia Development Project (GAP)? Where is the GAP project located? Why do you think the GAP project is considered "one of the most ambitious development projects in the world?"

2. Refer students to library resources and the links below to learn about the history of the Haran region of Turkey, and the economic and political significance of the Euphrates and Tigris rivers. Share and discuss student findings. Ask: Why is water considered a precious commodity in this area? How has the GAP project impacted the Haran region? Which nations are opposed to the GAP project? Why? Do you think the international community should intercede? Explain.

3. Have students identify the benefits and drawbacks associated with building the dam. Instruct

students to consider the following issues: Electricity generation, flood control, irrigation, and environmental, social, and economic impacts. Then, divide your class into two groups to debate whether or not the dam should have been built. Following the debate, challenge students to identify ways that diplomats might resolve GAP-related tensions that exist between Turkey and its neighboring countries, Iraq and Syria.

LINKS:
http://www.american.edu/projects/mandala/TED/ice/TIGRIS.HTM
http://www.cse.nd.edu/~theo/glossary/euphrates.river.html
http://www.edf.org/programs/International/Dams/EuroMidERuss/e_GreaterAnatolia.html
http://encarta.msn.com/index/conciseindex/0E/00EE5000.htm

Where in the World? : Cuba Patch Adams

1. Where is Cuba located? Who is Patch Adams? Why did Dr. Adams visit Cuba? Why is Dr. Adams' approach to medicine considered unconventional?

2. What is an economic embargo? When and why did the U.S. declare an economic embargo against Cuba? What is the current political climate between the U.S. and Cuba? In your opinion, what are the potential benefits of the new "people to people contact policy"? What are Dr. Adams' views about the economic embargo? Do you think it is appropriate for Dr. Adams to challenge this U.S. governmental policy? Why/why not?

3. Why is Dr. Adams critical of America's health care system? Have students interview adults over the age of thirty to learn how health care in America has changed during the last fifteen years. Instruct students to investigate how managed health care has affected the doctor-patient relationship and the delivery of medical services. Have students share their findings and discuss the benefits and drawbacks of these changes.

4. Refer groups of students to multimedia resources to learn more about the economic sanctions against Cuba. Have groups share their findings and discuss the evidence in favor of and against lifting the embargo. Who is being hurt by the sanctions? What might happen if the sanctions were lifted? Would lifting of the embargo be seen as an endorsement of President Fidel Castro's regime? Explain. After an in-depth discussion examining both sides of the embargo issue, have each student write an opinion essay in response to the question: Should the economic embargo against Cuba be lifted?

LINKS:
http://cnn.com/SHOWBIZ/Movies/9812/31/patch.adams/
http://www.ins.usdoj.gov/
http://www.cubaweb.cu/Cub_ing/index.asp
http://cnn.com/2000/US/01/05/cuba.boy.04/index.html
http://cnn.com/SPECIALS/views/y/2000/01/newman.cubaboy.jan28/
http://www.amso.com/

EDITOR'S NOTE:
Koran
mosques
Fertile Crescent
hydroelectric
Chernobyl nuclear disaster

NEWSROOM CHRONICLE

Democracy in America: High School Campaigning : Democracy in America: High School Campaigning

1. Why are high schools important venues for presidential candidates? Besides talking with future or first-time voters, what other benefits do candidates derive from visiting high school students? Why is it important that the candidate "gets through" to his or her high school audience?

2. How are the students seen in the video reacting to the campaigning at their school? Do you think these students had given extensive thought to the presidential election before the campaign visit? Explain. If a presidential candidate were to visit your school, would you listen to what he or she had to say? Explain. If you would, what would you hope to gain from the experience? If you would not be willing to listen, what would the candidate have to say or do to get you interested in the electoral process?

3. Direct students to consult their texts and other resources to learn more about the presidential campaign and its various activities. As a class, make a list of the activities that usually take place throughout the campaign, such as debates, speeches, photo ops, handshaking, interviews, fundraisers, etc., and write this list on the board. Then have your students review the list of remaining Democratic and Republican presidential candidates. Discuss how campaign strategies for the candidates might differ. Which candidates, if any, do students believe would be best received at their school? Why?

4. How have presidential campaigns changed throughout the years? Divide the class into groups. Assign each group a period in U.S. history and have the group's members conduct research to learn more about the campaigning efforts of that time. Have each group present its findings. Focus students' attention on the evolution of the political campaign, from horseback campaigning to the Internet. What changes do students think have had a positive impact on the voters and on the political system? Have any of these changes in campaigning had negative consequences? Discuss.

LINKS:
http://www.washingtonpost.com/wp-dyn/politics/
http://www.issues2000.org/
http://educate.si.edu/resources/lessons/art-to-zoo/elections/essay5.html
http://www.clever.net/cam/uspres.html

Check It Out: Extraordinary Pet Care : Check It Out: Extraordinary Pet Care

1. What kinds of illnesses and problems are treated at New York's Animal Medical Center? How does the illness of a pet often affect the pet's owner? What do the veterinarians at the medical center do to help, both medically and financially? How are animals benefitting from the medical technology used on humans?

2. Pets are becoming increasingly popular, and there seems to be no limit to what some humans will do for them. Send your students on an Internet scavenger hunt to collect as many sites as possible that deal with pets and pet products. Share students' lists. What pet-based businesses, such as retail stores, groomers, veterinarians, etc., exist in your community? Discuss how the growth of pet and animal businesses impacts the economy on both a local and national scale.

3. Encourage your students who are interested in careers in veterinary medicine to pursue information on this topic. Invite a local veterinarian to discuss his/her education, training, practice, and the latest advances in his/her field. If possible, have your students tour a veterinary clinic. Conclude with a discussion of the importance of kind treatment of animals by all humans, and of responsible pet ownership.

LINKS:
http://mama.indstate.edu/dls/ug/preprof/vet.html
http://www.petsforum.com/
http://www.vet.upenn.edu/penngen/database/canine.html
http://www.thepetchannel.com/

EDITOR'S NOTE:
1600 Pennsylvania Avenue
party supporters
cancer
veterinarian

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 2, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:45... 02:15
Top Story ... 02:30... 04:45
-Candidates Gore and McCain are victorious in New Hampshire.
-New Hampshire is an important spot on the U.S. political roadmap.

Democracy in America: N.H. Primary ... 05:45... 10:30
Yesterday's primary could have a lasting impact on the political landscape.

YOUR DAILY DESK ... 00:30... 11:00
Business Desk ... 04:25... 15:25
Follow the money on the first day of an initial public offering (IPO).

WORLDVIEW ... 00:20... 15:45
Culture Watch ... 07:15... 23:00
For many the year 2000 is a time for spiritual exploration and celebration.

NEWSROOM CHRONICLE ... 00:15... 23:15
Kids Voting USA ... 01:00... 24:15
New Hampshire's kids go to the polls.

Democracy in America: The Road Ahead ... 02:35... 26:50
What happens after New Hampshire?

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: N.H. Primary

1. Who competed for votes on the Democratic and Republican sides in yesterday's New Hampshire Primary? Who were the victors for each party? To what extent, if any, was each victory a surprise?

2. When did New Hampshire begin its "First in the Nation" Primary? Who are some of the presidential candidates throughout history that have made their mark in New Hampshire? How is New Hampshire a place for candidates to "try out their acts"? Why is the New Hampshire Primary a significant element in the U.S. political process?

3. Refer students back to the video for the names of some of the candidates who experienced political highs and lows in New Hampshire. Challenge each student to select any one candidate who has competed in the New Hampshire Primary and conduct research to learn more about that person's experience. Acting as the candidate, have each student write a letter to a current candidate explaining what he/she "learned" from the New Hampshire experience.

LINKS:
http://www.nhprimary.nhsl.lib.nh.us/
http://www.nhpr.org/newsroom/politics/nh-prim/nh-prim.htm
http://www.nhfirst.org/
http://www.nhhistory.org/primary.html
http://www.nh.com/

Democracy in America: N.H. Primary : Democracy in America: N.H. Primary

1. How did John McCain's victory impact the Republican race? How did Senator McCain fare with independent and Republican voters? What does Mr. McCain mean when he says "a national crusade has just begun"? How did George W. Bush respond to the primary results? Where did the other Republican candidates place in this contest?

2. Compare the McCain victory to that of Al Gore on the Democratic side. How was the Gore/Bradley campaign different from that of the Republicans? From where did Vice President Gore draw his biggest supporters? Who was more likely to vote for Bill Bradley? Why?

3. CNN Political Analyst Bill Schneider says that John McCain won the Republican Primary "on his biography." Ask students what they think this means. As a class, examine media reports and analysis of this primary to determine who voted for John McCain, and why. Is Senator McCain's signature issue, campaign finance reform, resonating with voters, or is there another reason why he won so handily? Do students think this trend will continue in other states? Why/why not?

4. Some analysts are saying that Bill Bradley should re-evaluate his campaign and make a decision to withdraw at this point. Do students agree or disagree? Have students research the Democratic Primary results to determine whether this contest was vital to the Bradley campaign. Was Al Gore's victory in New Hampshire a knock-out punch for the Bradley candidacy, or was the margin of victory too small for Al Gore to claim a real victory? Discuss.

LINKS:
http://cnn.com/ALLPOLITICS/
http://www.gi.grolier.com/presidents/aae/side/primary.html

EDITOR'S NOTE:
underdog
front-runner
George W. Bush
John McCain
Bill Bradley
Al Gore
establishment
New Hampshire Primary

YOUR DAILY DESK

Business Desk : Diary of an IPO

1. What kind of business is The Knot? What is an IPO? How was the initial public offering of stock in The Knot expected to impact the company's founders and employees?

2. Describe what is happening as The Knot's stock starts trading. Where does the stock open? What happens to its price per share after that? Why do you think its officers and observers describe the IPO experience as "exhilarating" and "breathtaking"? Do you think all IPOs perform this way? Explain.

3. Direct your students to find today's (or yesterday's) stock quote for The Knot. Compare its most recent performance to that of its IPO. Generate a class discussion on the factors that influence the price of a share of stock, and speculate as to some reasons behind The Knot's most recent performance.

4. Invite a stockbroker or investment planning expert to address your students on what investors need to know before investing in an IPO. What questions should the investor ask? What information should he/she seek? How should the investor interpret that data and make an informed decision? Next, divide the class into small groups and have each group choose a company that has not yet gone public. Direct each group to conduct research to learn more about its chosen company, following your guest speaker's advice. Have each group summarize its findings and explain its decision to invest or not to invest if this company were to go public today.

LINKS:
http://www.bloomberg.com/markets/ipocenter.html
http://www.ipo.com/
http://www.ipo.com/year-in-review/story.asp?p=6
http://www.ipo.com/member_services/faq.asp
http://www.ipo.com/member_services/glossary.asp

EDITOR'S NOTE:
Wall Street
CEO (Chief Executive Officer)
stock market
IPO

WORLDVIEW

Culture Watch : Spiritual Travel

1. Approximately how many Catholics are there in the world? Why is the year 2000 significant to Catholics? Do all cultures place the same significance on the year 2000? Why/why not? What is the "Jubilee"? What has Pope John Paul asked Catholics to do in recognition of the "Jubilee year"? How is a religious pilgrimage different from "an average vacation"?

2. Where is Ayers Rock? Describe this landmark. In the video we learn that Ayers Rock/Uluru "represents the delicate balance between ancient traditions, modern society and mother nature." Challenge students to identify similar types of spiritual sites in their own country and throughout

the world.

3. According to the video, which nations and historical sites are considered important to Catholics? Refer students to the websites below to learn more about the history and spiritual significance of these sites, and what is being done to prepare them for the Millennium celebrations. Then, as a class, discuss the following questions:
   1. What is spirituality?
   2. How does spirituality differ from religion?
   3. In your opinion, does a person need to practice organized religion to be spiritual? Why/why not?
   4. Do you think it is important for people to have a sense of spirituality? Explain.
   5. How and why do people become spiritual?
   6. Why do you think many people go to a house of worship or to a natural setting, such as Ayers Rock/Uluru, to practice their spirituality?

   Following the discussion, have small groups of students identify different places where they might go to reflect or meditate.

4. Why do you think many people believe the Millennium should be a time for renewal and reconciliation for themselves and their communities? Do you share this belief? Explain. Have students conduct a personal inventory of their greatest personal, emotional, spiritual and social concerns. Have students share their social concerns with the class. Challenge groups of students to identify ways to address these concerns. After groups have presented their ideas, encourage each student to write an essay describing how they might address their personal, emotional, and spiritual concerns. If students are willing, have them share their thoughts with the class.

LINKS:
http://www.vatican.va/index.htm
http://www.romagiubileo.it/
http://www.nazareth.muni.il/home.html
http://www.cin.org/users/james/index.htm
http://www.accessone.com/unitedtravel/jerusalem.html
http://www.virtualjerusalem.com/
http://people.morehead-st.edu/fs/t.pitts/christn.htm
http://www.environment.gov.au/portfolio/anca/manplans/uluru/uluru.html

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EDITOR'S NOTE:
Jubilee Year
frescoes
the Vatican

NEWSROOM CHRONICLE

Democracy in America: The Road Ahead : Democracy in America: The Road Ahead

1. What are the next big political contests facing the Republican presidential hopefuls? What is the next big test for the Democratic candidates? Who seems to have the edge on each side in each of these contests? Explain why. Why do George W. Bush and Al Gore each have the political advantage on March 14th, "Super Tuesday"? Do you think this regional advantage can be overcome by any of their challengers? Why/why not?

2. It is very likely that about six weeks from now, by Super Tuesday, we could know who the nominees are for the Democrats and Republicans. Time and planning is of the essence for the candidates who are still in the race. Challenge your students to act as campaign advisors to these

candidates. Divide the class into five groups, each one acting as a team of advisors to one of the following candidates: John McCain, George W. Bush, Steve Forbes, Al Gore, Bill Bradley. Using a calendar of upcoming primaries and caucuses (the first website below may be of assistance), have each team map out a political strategy for its candidate through Super Tuesday, March 14th. The team of advisors will want to consider such factors as whether the candidate should campaign in that state, how much time and money he should spend there, and what kind of campaign strategies (media, personal appearances, etc.) he should pursue. Have each team present its detailed plan to the class. Discuss the importance of strategic planning in any political campaign.

LINKS:
http://www.politicalresources.com/calendar-pgs/2000_pres_pri_dates.htm
http://www.mccain2000.com/
http://www.georgewbush.com/
http://forbes2000.com/
http://algore2000.com/
http://www.billbradley.com/

EDITOR'S NOTE:
maverick
primary
caucus
delegate selection
Yankee Primary
Super Tuesday

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CNN NEWSROOM Guide

February 3, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 00:45... 02:25
Top Story ... 03:45... 06:10
Democratic and Republican presidential hopefuls hit the campaign trail again.

YOUR DAILY DESK ... 00:45... 06:55
Science Desk ... 04:55... 11:50
Scientists make predictions for robots in the new Millenium.

WORLDVIEW ... 00:20... 12:10
Information Please ... 03:25... 15:35
South Africa's government recognizes the role of black people in the Boer War.

Inside North America ... 06:50... 22:25
Harrisonburg epitomizes "small town" America.

NEWSROOM CHRONICLE ... 00:30... 22:55
Special Series ... 04:25... 27:20
Though still a problem, drug use is reportedly down among teens.

Look Ahead ... 00:20... 27:40
Drugs: Perceptions, Realities
Series continues each Thursday through March 2nd.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: What's Next?

1. What are the next major contests for the Democratic and Republican presidential candidates? Where did the Republican candidates travel to immediately after New Hampshire? What does

George W. Bush mean when he says "it feels a lot warmer here in the state of South Carolina"? Politically speaking, how is South Carolina different from New Hamsphire? Why might this work to Mr. Bush's advantage?

2. What is the subtext of George W. Bush's message to South Carolina Republicans? How is John McCain reacting to the "who is more conservative" challenge? Do you think Mr. McCain's efforts to expand the Republican Party will help or hurt him in South Carolina? Explain.

3. Where did Bill Bradley and Al Gore travel after New Hampshire? What is Bill Bradley's caucus/primary record so far? How does this record underscore his need to win on March 7th? Why did Vice President Gore fly back to Washington yesterday? Do you think he would have done this had it not been an election year? State your rationale.

4. Bill Bradley is challenging Al Gore to weekly debates. Do you think this is a good idea? If so, who would likely benefit the most? Explain. How has the Vice President responded to this idea? If you were Al Gore, would you agree to debate? Why or why not?

5. Although there was little time to celebrate victory or to agonize over defeat, each presidential candidate put his spin on his performance in New Hampshire. Familiarize your students with the political term "spin" and its importance in campaigning. Then challenge each student to select one of the Democratic or Republican candidates for president and write a press release offering his spin on Tuesday's events. Consider Bill Bradley's comment, for example, that "The ball is bouncing on..." What is he trying to say about his post-New Hampshire campaign? Have students present their press releases. Discuss what students think the candidates learned from this "First in the Nation" Primary.

LINKS:
http://cnn.com/ALLPOLITICS/
http://cnn.com/2000/ALLPOLITICS/stories/02/01/rothenberg.column/index.html
http://algore2000.com/
http://www.billbradley.com/
http://www.georgewbush.com/
http://www.mccain2000.com/
http://forbes2000.com/

EDITOR'S NOTE:
conservative
liberal
South Carolina
terra firma
electability
megaprimary
trustworthiness

YOUR DAILY DESK

Science Desk : Millennium Robots

1. According to the story, what did people believe the future relationship between humans and machines would be in the early 20th century? Why were some people afraid of robotic automation? Is this still a concern today? Explain. Where do present-day robots take us today that "humans could only dream to venture" before?

2. Why do you think many robots are built to look like human beings? What are the similarities and differences between a computer's CPU and the human brain? Do you think robots will ever be able to "think" evaluatively? Explain. In a world of thinking robots, what do you think needs to be added to Asimov's three commandments for robots to insure the safety of humanity?

3. As technology approaches the horizons of artificial intelligence and sentience, scientists will have to re-examine their requirements for an organism to be considered "alive." Working in small groups, have your students:
   1. Research and explain science's currently accepted characteristics of all living things .
   2. Revise the above list to include the possibility of artificial intelligence and/or sentience in robots.
   3. Share and discuss each groups' findings.

   Using the group work as background, have your class prepare a collaborative prediction for robotic/technological advances in the next one hundred years.

LINKS:
http://library.thinkquest.org/27819/ch1_rvw.html
http://www.blackgold.ab.ca/science/science_7_pages/unit_1/7scu1t1l2.html
http://members.tripod.com/~gwillick/obit/asimovo.html
http://www.spie.org/web/oer/september/sep99/sentient.html

EDITOR'S NOTE:
Pathfinder
Isaac Asimov
robot

WORLDVIEW

Information Please : Anglo-Boer War

1. Who are the Boers? When and why did the Boer War occur? How did the Boer War change the course of South African history? Why did the war leave "a legacy of recrimination and bitterness"?

2. Approximately how many black people died during the Boer War? Why was their involvement in the war hidden for so many years? Why is the centennial commemoration and its location politically and historically significant?

3. What is apartheid? Have students work in groups to research the history of apartheid and its effects on South African society. Share group findings in class discussion. Who is Thabo Mbeki? According to President Mbeki, "the road to reconciliation is long and difficult." What is the current status of reconciliation within South Africa? What type of challenges do you think South Africans will encounter as they struggle to reconcile their nation's past? Have each student write a position paper about whether or not he/she thinks South Africans will be able to achieve national unity. Instruct students to support their positions with facts. Have students share their papers and discuss.

LINKS:
http://cnn.com/WORLD/africa/9910/07/BC-FEA-SouthAfrica-BoerW.ap/index.html
http://www.anc.org.za/index.html
http://www.anglo-boer.co.za/
http://www.uq.net.au/~zzrwotto/
http://www.polity.org.za/
http://www.africaonline.com/
http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html

http://www.truth.org.za/links/index.htm

Inside North America : Small Town America

1. What is the difference between a city and a town? In your own words, describe what is meant by the phrase "small town America spirit." Why is small town America referred to as "one of the touchstones of social evolution"? Why is Harrisonburg, Virginia considered an idyllic place to live?

2. What ethics and values are reflected in the culture of Harrisonburg? In your opinion, do these values exist in large towns or cities? Why/why not? How does Harrisonburg compare to your city or town? Do you think Harrisonburg is a good place to raise children? Explain. Do you think you will want to stay in your community after you graduate from school? Why/why not?

3. Read the following quote to your class. According to a report in Time Magazine, in 1997 "two million more Americans moved from large cities to smaller rural towns than migrated the other way." Refer each student to online resources, including the last website below, to research one of the "best small towns" in America. Have students identify their towns on a U.S. map and share their knowledge about the town with the class. After the presentations ask: Why do you think so many Americans are moving to smaller communities? How does the environment in which people live impact their lives? Does moving to a small town guarantee that people will be immune to the effects of "social evolution"? Discuss.

4. Challenge students to envision what their life might like ten years from now. Ask: Will you be in school, working, married, or with children? Then, to help students better understand their future lifestyle needs and where they might like to live when they are older, have students state their preferences for the following factors as they pertain to a city or town:
    1. Location
    2. Size of the community
    3. Quality of the environment
    4. Weather
    5. Activities
    6. Employment and educational opportunities
    7. Cost of living
    8. Demographics
    9. Political orientation of residents
    10. Culture
    11. Ethics and values.

    After students have outlined their criteria, refer them to multimedia resources and personal interviews to allow each to identify a city or town that meets his/her criteria. Have students compare and contrast their findings.

LINKS:
http://www.ci.harrisonburg.va.us/
http://www.earthtimes.org/reportsmalltown.htm
http://digital.nypl.org/stereoviews/
http://smalltown.freeservers.com/

EDITOR'S NOTE:
Boers
hegemony
scorched-earth policy
reconciliation
bucolic

ethos
work ethic
centennial commemoration

NEWSROOM CHRONICLE

Special Series : Drugs: Perceptions, Realities (Part I)

1. According to the latest surveys teenage drug use is down in America. Yet studies also say that kids think drug use is "normal" and that "everyone does it." Do you agree or disagree with these survey findings? Explain.

2. What did the teens in the video say about the availability of drugs? Do you think that the situation is similar or different where you live? Explain. According to experts who study teens and drug use, why might teens' perceptions about drug availability be inaccurate?

3. How have public and private organizations attempted to influence teenage thinking about drugs and their availability? In general, have these ads been successful? Besides the public service campaigns, what other reasons do the students at Walton High believe are behind the decline in teen drug use? Among students you know, do you think there is a stigma associated with "saying no," or has that now become acceptable? Explain.

4. Challenge your students to learn more about the facts and misconceptions regarding teen drug use in their community. First, lead a class brainstorming session to generate a list of commonly-held beliefs about teens and drugs in your community. Do students believe they can get drugs on demand? Do they know for a fact whether this is possible? Do they know students who have tried or are using drugs? If so, what percentage of their peers do they think are abusing drugs? What drugs do they think are most commonly used by young people in their community? Write the list of student beliefs on the board. Then invite a local community official, law enforcement officer, social worker, medical professional or other professional with expertise in this field to address each of the students' perceptions. Are each of these accurate perceptions or misconceptions? After the talk, ask students what information, if any, was most surprising to them.

5. One misconception common among adults in the U.S. is the belief that teenage drug use is mostly an urban problem. In fact, a recent white paper revealed that "Smoking, drinking and drug use among young teens is higher in rural America than in the nation's large urban centers" (from *No Place to Hide: Substance Abuse in Mid-Size Cities in Rural America.*) Direct your students to the first website below to read more about this study and discuss its significance. Why do students think drug use may be higher outside America's cities? What do students think should be done to address the problem? Discuss.

LINKS:
http://www.casacolumbia.org/newsletter1457/newsletter_show.htm?doc_id=23562
http://broadcast.webpoint.com/wbzl/teendrugs/teendrug_report.htm
http://www.casacolumbia.org/links1459/links_list.htm?section=Nonprofit%20Resources
http://www.casacolumbia.org/links1459/links_list.htm?section=Federal%20Resources
http://www.drugfreeamerica.org/

EDITOR'S NOTE:
perception
accurate
Partnership for a Drug-Free America
role models

stereotype

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 4, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:40... 02:15
Top Story ... 05:05... 07:20
-Gary Bauer calls it quits.
-Democratic hopefuls trade attacks.
-GOP contenders court South Carolina.

YOUR DAILY DESK ... 01:00... 08:20
Editor's Desk ... 02:15... 10:35
Media mergers may dramatically impact the future of communications.

WORLDVIEW ... 00:20... 10:55
Culture Watch ... 11:10... 22:05
Race is one of the most complex issues confronting humanity.

NEWSROOM CHRONICLE ... 00:30... 22:35
Teaching Theater ... 02:50... 25:25
The Applause theater company enables young people to learn and perform.

Student Bureau ... 01:30... 26:55
Tomorrow marks the beginning of the Year of the Dragon.

CNN NEWSROOM CLOSE ... 01:05... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: Campaign Trail

1. Which presidential candidate withdrew from the race yesterday? Why? What do you know about Gary Bauer and his political philosophy? Do you think his dropping out of the race will have a positive impact on any of the other candidates? If so, who could benefit, and why? If not, why do you think there could be no beneficiary?

2. What kinds of issues are on the minds of voters in California? How does this state's political and social makeup different from what the Democratic candidates experienced in Iowa and New Hampshire? What issue did Al Gore emphasize in California yesterday? On what issues did Bill Bradley focus? How did the Democratic candidates use these opportunities to launch attacks on each other? What huge advantage does Al Gore have over his challenger, Bill Bradley, in this state? Why do you think the endorsement of a state's governor is important to a presidential candidate?

3. Which state is the current focus of Republican presidential contenders' efforts? Why are John McCain's aides "euphoric"? Why does it appear that George W. Bush is getting "feistier" on the campaign trail? Why is South Carolina crucial to both of these candidates?

4. Money is a vital ingredient in any political campaign. Political ads, supplies, staffing, travel expenses, and other costs make running for office an expensive proposition. Refer back to the video and generate a class discussion about the monetary impact of John McCain's victory in New Hampshire. Inform students that as of December 31st, George W. Bush had $31 million in the bank for his campaign, while John McCain had a total of $7.7 million, including federal matching funds. Refer students to the last website below to learn more about matching funds and the role of the federal government (FEC) in financing election campaigns. Have students conduct research to learn about the differences in campaign financing between Mr. Bush and Mr. McCain and share their findings. The second website below should be of assistance. Ask: Why is Mr. Bush not accepting federal funds? What "strings" are attached to Mr. McCain's funding? Do students see any pitfalls associated with presidential campaign fundraising in the U.S.? Discuss.

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/02/03/campaign.wrap/index.html
http://cnn.com/2000/ALLPOLITICS/stories/02/03/mccainmoney.ap/
http://cnn.com/2000/ALLPOLITICS/stories/02/03/bradleycranky.ap/index.html
http://www.bauer2k.com/index.htm
http://www.fec.gov/
http://www.fec.gov/info/pfund.htm

EDITOR'S NOTE:
Gary Bauer
diverse
California
megaprimary
"Washington insider"
landslide
fundraising
campaign funding reform

YOUR DAILY DESK

Editor's Desk : AOL Synergy

1. What is synergy? What is a merger? Have students explain the concept of synergy as it applies to the AOL-Time Warner merger. Why do some people see the AOL-Time Warner merger as "a milestone of civilization"? Why do other people view the merger with great concern?

2. "In theory, synergy should work for media companies. For example, TV promotes websites, and in turn, websites drive viewers to TV." Refer students to the websites below to learn about other media mergers, such as Disney-ABC, Viacom-CBS or CNN NewsStand. Direct students to investigate the following questions: Does synergy stand in the way of reporting? Should consumers

be concerned about information being channeled through fewer sources? Do consumers benefit from media synergy?

3. The merger of AOL and Time Warner represents yet another phase in the evolution of human communication. Refer students multimedia resources to learn about how human communication has evolved over the centuries, from the first use of oral communication around 100,000 B.C. to the advent of the Internet. Help students to create a timeline depicting the chronology of human communication and the impact of specific innovations, such as the invention of the alphabet, the printing press, books, radio, the telephone and television. Following a discussion of the timeline, ask students how media mergers, such as the AOL-Time Warner merger, might impact the future of human communications.

LINKS:
http://cnnfn.com/news/specials/new_media_mergers/
http://cnnfn.com/1999/09/07/deals/media_mergers/
http://cnnfn.com/1999/09/07/deals/cbs/
http://japan.cnn.com/CNN/Programs/newsstand/
http://lamar.colostate.edu/~hallahan/hchron.htm
http://www.salon.com/media/feature/1999/09/08/viacom/index.html

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EDITOR'S NOTE:
synergy
mega-merger
communications
media

WORLDVIEW

Culture Watch : Racism

1. How would you define racism? Has any part of the globe been immune to this phenomenon? Why do you think this is so? What are some examples of racism that are described among different cultures in this story? According to historian George Fredrickson, what is "the most hideous example of racism in world history"? Do you agree or disagree with him? Explain.

2. On what basis are many victims of racism prejudged? According to cultural anthropologist Yolanda Moses, humans could just as easily be divided by blood type as the determining factor for prejudice. Why isn't this the case? What is "stranger anxiety"? How is it responsible for racism, according to Dr. Volkan? In what other ways might psychology enter into racism?

3. What is ethnocentrism? How is it different from racism? When was the "golden age of racism"? Explain how science was used to justify racist thinking in the Age of Enlightenment. How is the issue of racism defined in America today? In what places around the world does racism exist without color?

4. Is racism an issue in your community? If so, what is being done to address the issue? If not, what could other communities learn from yours? After discussing these questions, challenge students to interview older family members to learn their perspective on racism: Have relations between the races improved or deteriorated in their lifetimes? What do they think is responsible for either trend? Have students share their findings. Challenge students to predict the future of race relations in the U.S.

5. Remind your students that in his "I Have a Dream" speech Dr. Martin Luther King, Jr. spoke of

having his children judged not by the color of their skin "but by the content of their character." Generate a class discussion about what constitutes the content of one's character. List these attributes or traits on the board. Review the list and have students consider how the human character is "colorblind," that is, how the same personality traits and characteristics can be found in people of all races. How would this fact seem to negate the argument that one race is "superior" to another? Discuss.

6. The video examines racism both from the perspective of human nature and history. Educator Tim McCaskell argues that racism is purely historical. He says, "If we can show that racism has a beginning, then the 'human nature' argument obviously doesn't hold much water. And if racism has a beginning, then we can argue that it can have an end." (from A History of Race/ism, 1994). Read this quote to students, then ask: With whom do you agree; with those who believe racism is a component of human nature, or with those who believe it was behavior "learned" throughout history? Challenge each student to write an essay, supported by research, that illustrates his or her view.

   EXTENSION: If students subscribe to Mr. McCaskell's theory, how do they propose to "end" racism? Convene a class town hall meeting to generate some ideas on what must be done in order to bring about an end to racism. Encourage students to implement some of the suggestions that are offered. Besides the students, what other segments of local and global society must change in order to bring about a new way of thinking among all races?

LINKS:
http://www.equalopp.web.net/HistoryofRacism.htm
http://www.ameranthassn.org/prracism.htm
http://multiculturalism.aynrand.org/diversity.html
http://www.rethinkingschools.org/Archives/13_04/racism.htm
http://www.yrbe.edu.on.ca/~twb/welcome.html
http://www.indians.org/welker/racester.htm

EDITOR'S NOTE:
Holocaust
genetic makeup
prejudices
Holocaust
stranger anxiety
ethnocentrism
racism
human interaction

NEWSROOM CHRONICLE

Teaching Theater : Teaching Theater

1. Why do you think acting is often referred to as "a craft"? What skills and attributes do you think actors should have? Who is your favorite actor? Why?

2. What is the goal of the Applause theater company? How is Applause different from other drama programs? How do kids benefit from participating in the program?

3. According to the video, what is "the secret to success"? Are you interested in a specific profession? If so, what type of training or education is required to become proficient at the profession? What challenges might you encounter in learning the work? Do you think you have the ability to succeed

at this profession? Explain.

4. Theater games are often used to teach drama skills. Group students. Refer groups to multimedia resources, including the first two websites below, to select a theater game, such as a pantomime or improvisational exercise. Have each group identify the skills and knowledge that participants develop by playing the game. Then, have each group teach its game to the class. After each game has been played, have students identify the knowledge and skills that are imparted through the game. Ask students: How are these skills beneficial to actors? Can these skills be useful in other areas of life? Explain.

LINKS:
http://www.geocities.com/Broadway/Alley/3765/Menu.html
http://www.geocities.com/Broadway/Alley/3765/lessons.html#leveltop
http://www.broadway.org/league.html

Student Bureau : Chinese New Year

1. According to the Chinese calendar, what year begins tomorrow? What colors will be predominant in the celebrations? What do each of these colors symbolize? How is the dragon personified in the Chinese zodiac?

2. What traditions mark the Chinese New Year? How are these similar to and different from traditions associated with other new year observances? Inform students that part of the Chinese New Year is the forgiving of old grudges. What do other cultures do as a way of "turning over a new leaf"? What do people around the world do to promote good health and good fortune as a new year dawns? Use this opportunity to launch an examination of the new year among different cultures. Have groups of students research different customs and traditions associated with new year celebrations and share them with the class. Cite the common elements that underscore new year observances around the world, regardless of differences in calendars.

LINKS:
http://www.indiana.edu/~chasso/newyear.html#origin
http://peacock.tnjc.edu.tw/ADD/TOUR/keep1.html
http://www.hkta.org/cny/
http://www.hkta.org/cny/dragon.html

EDITOR'S NOTE:
theater company
Off-Broadway
Hong Kong
Chinese New Year
Year of the Dragon

CNN NEWSROOM CLOSE

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February 7, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 02:00... 02:00

TODAY'S NEWS ... 00:40... 02:40
Top Story ... 02:15... 04:55
First Lady Hillary Clinton officially launches her campaign for the U.S. Senate.

In the Headlines ... 01:50... 06:45
RUSSIANS CONTROL GROZNY

YOUR DAILY DESK ... 00:35... 07:20
Environment Desk ... 02:25... 09:45
The Worldwatch Institute issues its annual State of the World report.

WORLDVIEW ... 00:30... 10:15
Around the World ... 09:05... 19:20
Scarcity of fresh water is one of the most pressing issues of this century.

NEWSROOM CHRONICLE ... 00:35... 19:55
Special Series ... 07:20... 27:15
Praise and controversy surround the African-centered approach to education.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Clinton Candidacy

1. How is Hillary Clinton's announcement historically significant? What office is she seeking? Which state does she want to represent? How does she intend to "fight for New Yorkers"?

2. How is President Clinton lending support to his wife's candidacy? Describe the basic points of Ms. Clinton's agenda. How does she categorize herself politically? Do you agree or disagree with her self-categorization? Explain. Who will be Ms. Clinton's Republican opponent in this race?

3. The Senate race between First Lady Hillary Clinton and New York Mayor Rudy Giuliani will likely be a heated contest and quite possibly the most expensive Senate race in U.S. history. Point this out to students and inform them of the following statements:
   1. Mayor Giuliani has been quoted as saying that Ms. Clinton "doesn't have much of a record."
   2. In announcing her candidacy, Ms. Clinton, who recently moved to New York, stated "I may be new to the neighborhood, but I'm not new to your concerns."

   Divide the class into groups. Challenge each group to choose one of these statements and research and write a script for a televised political ad based on that statement, in support of either Ms. Clinton or Mr. Giuliani. Tell students their job is to produce an ad they believe will be effective in persuading New Yorkers to vote for that candidate. Have each group perform its ad for the class. Generate a class discussion about attack ads and the extent to which students believe negative campaigning will be a factor in this race.

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/02/06/hillary.announce.01/index.html
http://cnn.com/2000/ALLPOLITICS/stories/02/06/giuliani.campaign/index.html
http://www.insidepolitics.org/heard/hillary699.htm

In the Headlines : In the Headlines

1. What is the latest military development in the Russian-Chechen war? Why is this a significant development? How has the war been costly for both sides? In spite of the Russian dominance in Grozny, how has history proven that it is too soon to claim total victory?

2. Russian President Putin told a television interviewer that "the operation to liberate Grozny is over." Read this comment to students and ask them what they think Mr. Putin means. What is "liberation"? Why do the Russians see their presence in Chechnya as "liberating"? How do the Chechens view the Russian presence? Discuss the two views of this conflict, in terms of who is being liberated, and by whom. Compare what is happening in Chechnya to other civil conflicts in world history.

LINKS:
http://cnn.com/2000/WORLD/europe/02/06/russia.chechnya.03/index.html
http://www.russiatoday.com/
http://www.amina.com/

EDITOR'S NOTE:
Hillary Clinton
Rudy Giuliani
U.S. Senate
Vladimir Putin
Grozny

YOUR DAILY DESK

Environment Desk : State of the World

1. Which global issues in the State of the World report are identified as areas needing improvement? What do these issues have in common? Which areas are identified as having improved? What changes does the story suggest "humanity needs to make" for improving the state of the world?

2. Why do you think the governments of various countries might have difficulty making multilateral

policies to reverse some of the negative trends? What factors do you think play an important role in determining a country's position on an issue? Do you agree with the report when it cites population growth and global warming as two of the most threatening trends? Why/Why not? Do you think trend reversal has the best chance for success at the global level or at the local level? Explain.

3. As the saying goes, there are always at least two sides to every issue. Help your students appreciate the different perspectives involved with the issues that impact the quality of life on this planet. Divide the class into small groups. Have each group choose one issue from the story and do the following:
   1. Research the different positions on the issue and take notes.
   2. Summarize notes on each position into a bulleted list and place each list on its own 5" x 7" note card.
   3. Place the cards along the bottom of a piece of posterboard horizontally. Space them out evenly.
   4. Above the cards, create a map showing all countries involved in the issue including ones that might be involved in the issues future resolution. This map should be color-keyed by position on the issue.
   5. Give the posterboard display a title that reflects the issue's many aspects.

   Have the groups present their posters and discuss their views on each issue. In students' opinions, is the "State of the World" in better shape than it was five years ago? In class discussion, challenge students to predict the future status of several issues on the posterboards.

LINKS:
http://www.gcrio.org/ipcc/qa/cover.html
http://www.puc.ohio.gov/consumer/gcc/science.html
http://www.bergen.com/morenews/water199811247.htm
http://www.un.org/ecosocdev/geninfo/sustdev/waterpr.htm
http://www.worldwatch.org/alerts/990116.html

EDITOR'S NOTE:
State of the World
population growth
global warming
political stability
economic progress
aquifers
CFCs
fossil fuels

WORLDVIEW

Around the World : Water: Part I

1. Why is water an essential natural resource? What percentage of the earth's water is drinkable? Why are there water shortages throughout the world? What is an aquifer? What is a water table? Why is China thinking of moving its capital from Beijing? In your opinion, what might be the environmental and economic impact of such a move?

2. Why is the Ganges River important to India? Why is the Ganges in jeopardy? Why do many Indians consider the Ganges to be sacred? Fecal coliform is an example of a contaminant that can be found in rivers that lack adequate waste treatment facilities, including the Ganges. Refer students to library and Internet resources to learn about the different diseases that people can contract by consuming or bathing in polluted water, including typhoid and cholera. Have students share their

findings. Ask: Are these diseases more prevalent in certain parts of the world? If so, why?

3. According to the video, "the scarcity (of water) can be a catalyst for a miracle in the Middle East." What is the meaning of this statement? Do you agree? Why/why not?

4. Refer students to the last three websites below to learn about water resource management and the risks associated with changing the flow of rivers. According to the video, what have been the ecological, societal and economic effects of the Hoover Dam, the Three Gorges Dam and the Aral Sea project? Why is the Aral Sea considered to be one of the greatest environmental catastrophes ever recorded? Why do opponents of the Three Gorges Dam claim that the project will be an ecological and economic disaster? Have students determine if there are more environmentally sound ways, other than building dams, to meet the world's need for fresh water.

5. How have water shortages environmentally and politically impacted the Middle East? Refer students to online resources, including the seventh website below, to learn more about the GAP dam project and its impact on the relations between Turkey and its neighboring countries, Iraq and Syria. Then, refer students to the last website below to learn about the Israel-Jordan Water Agreement. Ask students: Do you think the water agreement is fair and effective? Why/why not? Do you think Turkey and its neighboring nations could benefit from a similar agreement? If so, what obstacles might prevent these nations from establishing such an agreement?

6. Divide your class into small groups. Have each group select a country and prepare a report about the status of the country's fresh water supply and the factors that threaten this resource, including overpopulation. After groups present their findings, have students identify societal, economic and consumer trends that are depleting the earth's supply of fresh water. Discuss possible ways to reverse these trends.

7. In the video we learn that there is an intrinsic connection between the health of an aquatic ecosystem and the health of the whole community, its economy, and the people that depend on the ecosystem. Help students to identify the sources of their local fresh water, including rivers, streams and lakes. Then, if possible, have students visit these sites to determine if these waters are being polluted. If so, direct students to locate the sources of the pollution. Students should also identify how the surrounding ecosystems might be affected if these water supplies were destroyed. Besides the biological problems, what possible economic and social consequences could follow? After the discussion, challenge groups of students to identify ways to stop the pollution.

LINKS:
http://www.watervision.org/
http://www.overpopulation.org/
http://www.essential.org/earth_day/water/water.html
http://www.washingtonpost.com/wp-srv/inatl/longterm/yangtze/yangtze.htm
http://www.dfd.dlr.de/app/land/aralsee/
http://www.pbs.org/wgbh/amex/hoover/
http://www.american.edu/projects/mandala/TED/ice/TIGRIS.HTM
http://www.israel.org/mfa/go.asp?MFAH00pc0

EDITOR'S NOTE:
aquifer
desalinate
environmental refugees
typhoid
water tables
ecosystem
cholera
irrigate

NEWSROOM CHRONICLE

Special Series : Black History Month: Afrocentric Education

1. Where is the Aisha Shule Academy located? How is this school unique? How is the education students receive there "anything but mainstream"?

2. Describe the African-centered approach to education. How is history taught under this approach? Why is Afrocentric education controversial? Who is Bill Johnson? Why is he opposed to African-centered education? How does Imani Humphrey, Principal of the Aisha Shule Academy, respond to this charge?

3. Historically, what kinds of schools have been home to Afrocentric education? How is this changing? Where is the largest network of public African-centered schools? How would you describe Detroit's Malcolm X Academy? Why is Kwame Kenyatta convinced that African-American students perform better in African-centered schools? How do test scores at Malcolm X Academy support his view? Why do some critics say that this has little to do with the curriculum there?

4. Supporters of Afrocentric education point to the long waiting lists for their schools as proof that this educational approach is gaining popularity. How do critics like Bill Johnson respond to this claim? Would he send his children to an Afrocentric school? Explain. What kind of an approach to education do you think Mr. Johnson would support? Why?

5. Direct your students to conduct research to learn more about Afrocentric education and the pros and cons of this approach. Assist them in using the Internet and conducting interviews with educators to learn more about the subject, and have them share their findings. Discuss the merits and drawbacks of this approach for the individual student.

6. Why do students think that Afrocentric education has become popular years after leaders of the Civil Rights movement fought for integration in U.S. schools? Denise Brown, a community leader in Louisville, Kentucky, has said of integration, "People aren't willing to give up that much of their own identity for integration. A lot of blacks are saying that if integration means assimilation, we'll just stay with our own." In class discussion, define "assimiliation." As a class, generate a list of African-American Civil Rights leaders from the 1950s and '60s through the present, consulting texts and other resources if necessary. Divide the class into groups, and have each group select one of these leaders. Direct each group to research that leader and his/her view of integration and the African-American identity. In the "voice" of that leader, have each group write a response to Ms. Brown's statement.

7. In the video, Bill Johnson says, "Africa may be part of some of our history...but certainly I don't think it ought to be part of our future." Do students agree or disagree with him? In a multiracial, multicultural society, does one's ethnic past have a place in one's future? Why or why not? Discuss.

LINKS:
http://www.exodusnews.com/education/education001.htm
http://www.lycanthrope.org/~red/lit/editorials/escapism.html
http://swagga.com/africanhistory.htm
http://ss.uno.edu/SS/homePages/MCProj/AfrocenLks.html
http://www.usnews.com/usnews/issue/990118/18dall.htm
http://web.boston.com/globe/nation/packages/rethinking_integration/photopage111697.htm
http://web.boston.com/globe/nation/packages/rethinking_integration/part_one.htm

EDITOR'S NOTE:
African-centered education
Afrocentric
racism
perspective

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 8, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:45... 02:10
Top Story ... 03:55... 06:05
-GOP candidates gear-up for the Delaware primary.
-Democratic candidates canvas N.Y. and Florida.

YOUR DAILY DESK ... 00:45... 06:50
Health Desk ... 02:10... 09:00
U.S. healthcare workers may be inadequately prepared for a bioterrorist attack.

WORLDVIEW ... 00:45... 09:45
Top of the World ... 02:20... 12:05
The U.N. Security Council takes up the battle against AIDS.

Check It Out: French Cooking School ... 02:55... 15:00
A French school encourages the blind to take up culinary arts.

Culture Watch ... 04:25... 19:25
Pets are more popular than ever in the U.S.

Turner Website Information ... 00:40... 20:05
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:45... 20:50
Democracy in America: Ronald Reagan ... 04:00... 24:50
Ronald Reagan's legacy is still the banner of Republican presidential candidates.

Our World ... 02:50... 27:40
A dying teen donates his organs.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: Campaign Trail

1. Which state is conducting its Republican primary today? How many delegates are "up for grabs" in the Delaware primary? What issues are central to the Republican campaign? Do you think the tone of the Republican race has changed since the Iowa caucuses? Explain. Why has Sen. John McCain been "defensive about his reform credentials"? How has Sen. McCain responded to Gov. George W. Bush's allegations?

2. According to the video, John McCain is "in search of Reagan Democrats." Refer students to the first website below to investigate the meaning of this statement. Why do you think an Independent or a Democrat might vote for Sen. McCain, or another Republican candidate?

3. Both George W. Bush and John McCain have accused each other of using negative ad campaigns. How do negative ad campaigns affect a political race? Instruct students to identify a recent local political race in which the candidates used attack ads. Then, have students contact local and state officials to find out what percentage of the people voted in the election. Help students draw conclusions about how negative ads affect the general electorate. Do you think using attack ads will compromise Gov. Bush or Sen. McCain's ability to secure the GOP nomination? Why/why not?

4. What are the key issues of the Democratic campaign? How do these issues differ from the central issues of the Republican campaign? Why is Vice President Al Gore campaigning in New York? How is Mr. Gore using President Clinton's record to advance his political standing? Why is Mr. Gore critical of Sen. Bradley? What is Sen. Bradley doing to court the African-American vote? What is "affirmative action"? Do you share Sen. Bradley's position on affirmative action? Why/why not? Why do you think African-Americans are favoring Mr. Gore?

5. Refer students to library and online resources to identify how many U.S. presidential or vice presidential incumbents have won their party's presidential nomination. What are the potential benefits and drawbacks of being an incumbent? Do you think Mr. Gore has an advantage over Sen. Bradley because he is the incumbent? Why/why not?

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/02/07/campaign.wrap/index.html
http://cnn.com/interactive/allpolitics/9909/candidate.bios/frameset.exclude.html
http://infoplease.lycos.com/ipa/A0194032.html
http://infoplease.lycos.com/ipa/A0194030.html

EDITOR'S NOTE:
delegates
affirmative action
reform
primary

YOUR DAILY DESK

Health Desk : Bioterrorism Readiness

1. Why do you think people resort to bioterrorism terrorism? Why are American civilians increasingly concerned about a chemical or biological attack? Are you worried about bioterrorism? Why/why not? What are the roles of health care workers, hospitals, police, firemen, and the military during a biological or chemical attack?

2. What are the differences between biological and chemical weapons? Group students. Refer groups to multimedia resources, including the websites below, to prepare a report about a biological or a chemical agent. Biological agents include: anthrax, botulism, cholera, small pox and plague. Chemical agents include: Irritants, asphyxiants, contaminants, poisons, and incendiaries. Instruct each group to identify its agent's physiological effects and whether there is a cure for these effects. Following the presentations ask students: Which do you think would be worse, a biological or a chemical attack? Why?

3. Invite a representative from your local health department or your mayor's office to speak to your class about what your city, community or state is doing to prepare for a biological or chemical attack. Ask the speaker to discuss the following issues with your class:
   1. What would be the short and long term consequences of a biological or chemical attack?
   2. What, if anything, needs to be done to improve local and national responses to bioterrorism?
   3. Are there any vaccines or antidotes that can be given to the American population?
   4. Is it possible to prevent bioterrorism? Why/why not?

   Following the discussion, have students debate whether or not nations should continue to manufacture biological and chemical weapons.

LINKS:
http://www.bt.cdc.gov/
http://dp.sbccom.army.mil/fs/index.html
http://cns.miis.edu/research/cbw/index.htm
http://www.cdc.gov/ncidod/diseases/index.htm
http://www.cdc.gov/epo/dphsi/casedef/toc1_97.htm#top
http://www.sciam.com/1296issue/1296cole.html
http://www.stimson.org/cwc/bwissues.htm
http://www.cfcsc.dnd.ca/links/peace/chem.html

EDITOR'S NOTE:
bioterrorism
biological and chemical weapons
healthcare community
antidotes
stockpile
antibiotics

WORLDVIEW

Top of the World : U.N. AIDS War

1. What is the traditional job of the United Nations Security Council? Why has the council taken up the battle against HIV and AIDS? In his comments to the Security Council, how did U.S. Vice President Al Gore substantiate the case for the council's involvement to stop this virus? How is the U.S. government going to help in this "war"?

2. Why were U.N. AIDS officials encouraged by the developments at this Security Council meeting? Do you think this is an appropriate role for the Security Council? Why or why not?

3. We learn in the video that HIV is at epidemic proportions in Africa. Although life expectancy worldwide is on the increase, now around 63 years old globally, it is declining in Africa because of the spread of HIV. Inform students of these facts and have them consider other implications of the spread of this virus across Sub-Saharan Africa and beyond. Have students work in groups to research the impact of HIV on Africa's people and share their findings. Then, as a class, list the

political, social, and economic effects of the spread of HIV on the African continent and the rest of the global community. How does this information justify the involvement of the United Nations Security Council in the fight against HIV?

LINKS:
http://www.unaids.org/
http://www.unaids.org/wac/1999/eng/facts-e.htm
http://www.apa.org/monitor/feb98/un.html
http://www.theage.com.au/daily/981029/breaking/909608253.html

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Check It Out: French Cooking School : Check It Out: French Cooking School

1. What is unique about France's Cordon Bleu School? Besides sight, what senses do all chefs need? How do the students at Cordon Bleu School use these senses to compensate for sight? What special tools are available to visually impaired cooks?

2. Why did this school start its program for visually handicapped individuals? What happened when a Paris restaurant invited the public to experience what it is like to be blind? Do you think this experience was beneficial for the customers? Explain.

3. How does visual impairment affect one's ability to perform household chores, such as cooking, cleaning, and even getting around the house? Group students. Have each select one household task and consider the challenges a visually impaired person would face performing that task. Then have each group conduct research to find some tips and suggestions for the blind in approaching these tasks. As a class, compose a resource sheet on Tips on Household Chores for the Visually Impaired. Present copies to local assisted living facilities and social service centers.

4. One of the biggest problems many people face if they become visually impaired is the loss of their independence. Challenge your students to find out how technology is helping some visually impaired people regain some of that independence. Divide the class into groups and have each group research one new technological advance that aids those with vision problems. Have each group make a formal presentation of its findings.

LINKS:
http://ntiserver.blind.state.ia.us/howto/dinner.htm
http://ntiserver.blind.state.ia.us/tips.htm
http://info.lut.ac.uk/info/usabilitynet/u-adl/u-cooking/u-cooking4.htm
http://www.acb.org/

Culture Watch : Impact of Pets

1. According to the video, about how many pets are there in the U.S. today? How old is the practice of keeping pets? Who owned pets in ancient times? How did the 19th century bring about a change in the role of domestic animals?

2. What is today's most popular pet? What other pets are gaining in popularity? How much do consumers spend on their pets in the U.S.? What is "unconditional love"? How are pets a source of unconditional love for their owners?

3. Alexander Pope wrote, "Histories are more full of examples of the fidelity of dogs than of friends." Read this quote to students and challenge them to find examples of pet fidelity or companionship. Share these stories with the class. Many communities have programs where shelter animals are brought to elderly residents of nursing homes for occasional visits. If your community has a program similar to this, invite its director to explain to the class how the program benefits both humans and their animal friends.

4. It's a political year, and political pets have often been in the spotlight. Assist students in conducting research to learn more about famous White House pets. Then have each student assume the role of one of these famous pets and write a story in the historic fiction genre, from the perspective of that White House "resident." Share students' stories.

LINKS:
http://www.starlifeservices.com/pettherpy.htm
http://www.petrescue.com/index.htm
http://www.dogbooks.com/nf.htm
http://ecol.webpoint.com/pets/birdhist.htm
http://www.freezone.com/brain/prespets/prespets.html

EDITOR'S NOTE:
AIDS
HIV
Security Council
Braille
visually impaired
menageries
unconditional love
feline

NEWSROOM CHRONICLE

Democracy in America: Ronald Reagan : Democracy in America: Ronald Reagan

1. Who is Ronald Reagan? When did he serve as President of the United States? How do today's Democratic presidential contenders use the Reagan budget cuts to make their point? Why do you think they often abandon the issue of the Reagan tax cuts?

2. What was President Reagan's nickname? Why do Republican presidential candidates all say good things about "The Gipper"? What kind of president was Mr. Reagan? What is a mandate? What kind of mandate did President Reagan receive from the electorate? How did the Democratic Congress that served with him react to this mandate?

3. Ask students: What will most Americans remember as President Reagan's shining achievement? Why do you think his slogan, "It's morning in America," was so popular? Have students research the events that were taking place at the time Ronald Reagan was campaigning for the presidency, and share their findings. How did events like the takeover of the American Embassy in Iran affect American morale? Discuss the reasons why many people remember him as the president who restored pride to U.S. citizens?

4. In one of his speeches entitled "A Time for Choosing," Ronald Reagan said, "We need true tax reform that will at least make a start toward restoring for our children the American Dream that wealth is denied to no one, that each individual has the right to fly as high as his strength and ability will take him.... But we can not have such reform while our tax policy is engineered by people who view the tax as a means of achieving changes in our social structure.... " Read this quote to students and generate a class discussion on its meaning. Based on this view, what do students think President Reagan thought of taxes? What were the downsides of this view? Why do modern-day Republican candidates quote "The Gipper" on taxes? Who might oppose the Reagan tax philosophy, and who might support it? Why? Discuss how Mr. Reagan's views on taxes reflect the conservative philosophy, and why liberals might be opposed to it.

5. Ronald Reagan was known as "The Great Communicator." In fact, political leaders from both parties have studied his style and his political "playbook," including President Clinton. One of Mr. Reagan's most famous quotes is the one he made at the Berlin Wall, when he demanded of then Soviet leader Mikhail Gorbachev, "Mr. Gorbachev, come here to this gate. Tear down this wall." Soon afterwards the wall came tumbling down, and the regime that Reagan called "The Evil Empire" was no more. Many credit President Reagan with the end of the Cold War, but what do students think? Have them work in groups to research the end of the Cold War and write opinion papers offering their ideas on who they would credit for the demise of communism in Europe and Russia.

LINKS:
http://www.whitehouse.gov/WH/glimpse/presidents/html/rr40.html
http://reagan.webteamone.com/
http://www.sacbee.com/voices/national/buckley/more/buckley_19990206.html
http://www.reagan.com/plate.main/ronald/speeches.html
http://www.ashbrook.org/books/dsouza.html

Our World : Nick's Story

1. Who is Nick Breach? Why is Nick dying? Why did Nick decide to donate his organs? Why is Nick an inspiration to others? Were you inspired by Nick's story? If so, why? Do you think organ donation is a good idea? Explain. Are you an organ and tissue donor? Why/why not?

2. How do you think Nick's illness has affected Nick, his family, friends, and strangers? Have you ever known someone who has died? If so, did their death change your outlook on life? Explain.

3. Share the following information with your students: "If you decide to donate your organs you could help up to 50 people." Next, list the following transplantable organs and tissues on the board: Heart, kidneys, pancreas, lungs, liver, intestines, cornea, skin, bone marrow, heart valves, and connective tissue. Then, refer students to online resources, including the websites below, to learn about the function and illnesses that are associated with one of these organs or tissues. After students share their information, discuss the challenges that are associated with having a chronic illness.

4. To help you class learn more about organ donation, send small groups of students on online scavenger hunts to answer the following questions:
    1. Who can become a donor?
    2. Are there age limits for donors?
    3. How do you become an organ donor?
    4. What organs and tissues can people donate?
    5. Why should minorities be concerned about organ donation?
    6. How many people are waiting for transplants?
    7. How are organs distributed?
    8. What is the National Organ Transplant Act?
    9. Why are some people opposed to organ donation?

    After groups share their findings, have your students use their research to develop a campaign to educate their peers about the importance of organ donation.

LINKS:
http://www.organdonor.gov/
http://www.organdonor.gov/links.html
http://www.unos.org/Newsroom/critdata_main.htm
http://www.transweb.org/
http://www.shareyourlife.org/leadstory_1999_01_15_donordaysaturn.htm
http://thomas.loc.gov/cgi-bin/bdquery/z?d098:SN02048:@@@L

EDITOR'S NOTE:
Ronald Reagan
liberals
conservatives
taxes
organ donation
transplant

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 9, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 01:00... 02:25
Top Story ... 05:00... 07:25
-Israel conducts air strikes in Lebanon.
-Escalating violence between Israel and Lebanon may jeopardize Mideast peace talks.

YOUR DAILY DESK ... 01:00... 08:25
Business Desk ... 02:00... 10:25
Wall Street is the perfect habitat for "bulls" and "bears."

WORLDVIEW ... 01:00... 11:25
Top of the World ... 06:50... 18:15
Russia's new president says he is a "man with a vision."

Taking Care of Business ... 03:00... 21:15
A change in Russia's leadership is giving businesses reason for optimism.

Turner Website Information ... 00:45... 22:00
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:50... 22:50
After the Bell: Medical Student Shortage ... 02:20... 25:10
Medical school enrollment in the U.S. is declining.

Our World ... 02:30... 27:40
New York City's Times Square has become a Mecca for teenagers.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Middle East Conflict: Israel and Lebanon

1. When and why did Israel establish a buffer zone in southern Lebanon? Why does peace between Israel and Lebanon "hinge on Syria"? What is Syria's political agenda?

2. What is the goal of the Hezbollah guerrilla campaign? Why did Israel launch air strikes against Hezbollah? How have the recent attacks affected Lebanese civilians and Hezbollah?

3. What are the differences between the Lebanese and the Israeli governments' perspectives on the attacks? What is your opinion of the attacks? Do you agree with prime minister Ehud Barak's actions? Why/why not?

4. The Hezbollah is in the process of considering "its appropriate military response" to Israel's air strikes. Direct students to multimedia resources to learn more about the history of the tensions between Israel and Lebanon and Syria, and the status of the "land-for-peace" deal. Then, group students. Instruct each group to draft a recommendation for Hezbollah's parliamentary representative as to how Hezbollah should respond to Israel's recent attacks. After students share their recommendations, discuss the benefits and drawbacks of each proposal. Ask: Do you think excessive retaliation by Israel could harm the chances of resuming the stalled peace talks with Syria? Explain. Do you think Israel should withdraw from southern Lebanon? Why/why not?

LINKS:
http://cnn.com/2000/WORLD/meast/02/07/israel.lebanon.02/index.html
http://cnn.com/WORLD/struggle_for_peace/
http://www.israel-mfa.gov.il/mfa/home.asp
http://www.presidency.gov.lb/

EDITOR'S NOTE:
Israel
Lebanon
Hezbollah
retaliation
peace talks
Middle East

YOUR DAILY DESK

Business Desk : "Bulls" and "Bears"

1. According to the video, how did the terms "bull" and "bear" come to be associated with Wall Street? How would you define the terms "bull market" and "bear market"? What kind of market currently reigns on Wall Street? Why?

2. What are stocks? Why do people buy stocks? How does the stock market work? Help your students become more familiar with the market and the benefits and pitfalls of stock ownership.
    1. Invite an investment advisor, stockbroker or other professional in this field to provide the class with a basic background course in the stock market. Tailor the course to your students' age and level.
    2. After the presentation, divide the class into small groups. Assign each group a stock and tell group members they collectively own 100 shares of it at today's price per share.
    3. Have each group monitor its stock performance over a prescribed period of time.
    4. After the prescribed period of time, have groups chart their stocks' performances over that period and share their data.

    Discuss the concepts of risk and return as they apply to the stock market. Which group's stock had

the greatest rate of return? Which group's stock suffered the biggest loss?

3. "Bull" and "bear" are among some of the many words that make up Wall Street's unique "language." Direct groups of students to undertake a scavenger hunt to find more Wall Street words and phrases and their meanings. Students will want to learn more about such terms as "selling short," "common stock," "stock split," "realtime quotes," and others. Have groups compile their terms and definitions into a resource for your school's media center.

   EXTENSION: Have each student choose one stock and, using the language of Wall Street, prepare a brief written news report on its activity yesterday.

LINKS:
http://www.invest-faq.com/articles/triv-bull-bear.html
http://foolwest.fool.com/FoolFAQ/foolfaq0047.htm
http://www.intermoney.com/websql.dir/NM/glossary/atoz/atoz.html
http://www.amex.com/
http://www.nasdaq.com/
http://www.nyse.com/

EDITOR'S NOTE:
"bulls"
"bears"
short-sellers
Wall Street
stock market
bull run

WORLDVIEW

Top of the World : Vladimir Putin Profile

1. Who is Vladimir Putin? How did he become President of Russia? What is his "vision for Russia"? According to President Putin, what principles have been the cornerstone of Russia's development? What in Mr. Putin's past ensures that he will match his words with actions?

2. Why does one opposition party spokesman describe Vladimir Putin as "a question mark"? How might being unknown play to Mr. Putin's political advantage? In what ways is he different from his predecessor, Boris Yeltsin? How is he connected to Boris Yeltsin and the "old guard"?

3. What is the KGB? How does Vladimir Putin display characteristics of "an old KGB officer"? What other positions has Mr. Putin held? Why does some of his history concern some Russians? Why does some of his talk concern the West?

4. Vladimir Putin is riding a wave of political popularity because of the way he has handled the situation in Chechnya. If your students are unfamiliar with this situation, have them work in groups to conduct research to learn more about the conflict there. Share information in class discussion. Why do students think Chechnya has become such a rallying point for Russians? How has the war in Chechnya benefitted Mr. Putin politically? How might this conflict have long-term negative repercussions for Mr. Putin in the international community? Discuss.

5. Besides Chechnya, what other challenges face Russia's new president? Have groups of students conduct research to learn more about the political, economic and social challenges that Vladimir Putin must address as Russia's new leader. Direct each group to use its information to create a list

of domestic and international priorities for Vladimir Putin. Have each group present its list. Mr. Putin is currently the front-runner for Russian presidential elections that will be held this year. Which of these priorities could present the biggest obstacles to his election? Which could help him win the presidency?

LINKS:
http://infoplease.lycos.com/spot/putin1.html
http://infoplease.lycos.com/spot/chechnya1.html
http://www.washingtonpost.com/wp-srv/inatl/bureaumoscow.htm
http://www.rferl.org/nca/features/index.html
http://cnn.com/SPECIALS/views/y/2000/01/dougherty.putin.jan13/index.html

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Taking Care of Business : Russia Economic Transition

1. How was the operation of the turbine factory seen in the video different under the Soviet system? What happened when communism collapsed in 1991? How did the plant manage to survive during tough times? According to the plant's manager, what is his business' biggest challenge today?

2. What advantage do large European competitors have over this Russian factory? What other disadvantages does the Russian plant face in the international marketplace? Why are Russian businesses depending on the new leadership in Moscow?

3. How has the transition from communism to a free market economy impacted Russia's economy? Direct groups of students to research this transition and share their findings. Have each group create a side-by-side comparison illustrating some basic components of the economy "before" and "after" the collapse of the Soviet Union. For example, groups will want to note who owns the factories under each system, communism and free market. Discuss the economic and political benefits and drawbacks of Russia's transition to a more capitalist system.

4. Analysts say more international investment is needed to stimulate Russia's economy. Challenge your students to learn more about Russia's natural resources, products and services by conducting research. Then divide the class into groups and direct each group to create a multimedia presentation designed to sell a group of potential investors on bringing their business and capital to Russia.

LINKS:
http://www.interfax-news.com/
http://www.cyberhaven.com/globalinvesting/russianeconomy.html
http://www.rferl.org/nca/features/1999/09/F.RU.990923140918.html
http://www.theodora.com/wfb/russia_economy.html
http://ourworld.compuserve.com/homepages/DouglasHartman/history.htm
http://www.departments.bucknell.edu/russian/chrono.html

EDITOR'S NOTE:
Vladimir Putin
Boris Yeltsin
KGB
communism
privatized
political stability
investment
bids

NEWSROOM CHRONICLE

After the Bell: Medical Student Shortage : After the Bell: Medical Student Shortage

1. What is "managed care"? Why has medical school enrollment decreased in the U.S.? What is a "residency program"? What is the average income of a doctor in the U.S.? Do you think this is an adequate salary? Why/why not?

2. What is a "profession"? How is a profession different from a job? Why do some professions pay more than others? Give an example. Why do you think people want to become doctors? Are you interested in becoming a doctor? Why/whyy not?

3. Why do you think the cost of attending medical school is so high? How might a significant decline in medical school enrollment impact the medical profession? Do you think the recent decrease in medical school enrollment is a problem? Why/why not? If necessary, what could medical schools do to maintain adequate enrollment?

4. Have students interview physicians to determine how the career structure of American medicine has changed in recent years. Direct students to share their findings, and discuss how these changes have affected the medical community and consumers.

5. Refer students to online resources to learn about how managed care is different from other types of medical coverage, and the controversy surrounding managed care. Have students share their findings. Ask: What are the benefits and drawbacks of managed care for both consumers and physicians?

LINKS:
http://www.mcol.com/
http://healthcare.about.com/msub13.htm?iam=mt
http://www.looksmart.com/eus1/eus53706/eus76270/eus53723/eus270256/eus270326/r?l&izl&

Our World : Teen Mecca

1. How much money are teens expected to spend by 2001? What products and services do teenagers purchase the most? Why is Times Square considered a "Mecca" for teenagers? What is MTV? Why do you think MTV appeals specifically to teenagers? How do merchants in Times Square and MTV benefit from the live concerts?

2. Inform students that teenagers have become a recognized consumer force in America. Have students create a list of products and services that are bought by teenagers, such as clothes, music, movies, make-up, computers and sports equipment. Group students. Have each group select a product or service from the list, and identify how companies are using advertising and other forms of promotion to entice teenage consumers. Have groups share their findings. Ask: Are these advertising campaigns effective? Why/why not? What is a critical consumer? Do you think most teenagers spend their money wisely? Why/why not?

LINKS:
http://www.wa.gov/ago/youth/
http://www.seattletimes.com/news/business/html98/altgeny_021398.html
http://www.sun-sentinel.com/columnists/detail/0,1556,altaner!500000000031341,00.html

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EDITOR'S NOTE:
managed care

medical school
Mecca
teenagers
consumers

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 10, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:50... 02:15
Top Story ... 04:50... 07:05
-Cyberterrorists attack high profile Internet sites.
-The FBI begins its investigation of the Internet attacks.

YOUR DAILY DESK ... 00:40... 07:45
Science Desk ... 01:50... 09:35
The Chandra telescope has found new black holes in space.

WORLDVIEW ... 00:40... 10:15
Information Please ... 06:00... 16:15
Western and Eastern Christian churches view the Millennium differently.

Inside Asia ... 03:45... 20:00
The Chinese government cracks down on a spiritual movement that has attracted millions.

NEWSROOM CHRONICLE ... 00:35... 20:35
After the Bell: Rising College Costs ... 02:45... 23:20
In the U.S. college costs are rising an average of 4% a year.

Drugs: Perceptions, Realities (Part II) ... 04:15... 27:35
Parental involvement is essential to raising drug free kids.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Internet Attacks

1. What is "cyberterrorism"? What is a "hacker"? Which websites were recently targeted by cyberterrorists? What is a "denial of service attack"? What is "hacker profiling"? Who is responsible for the recent attacks? Why do you think these attacks are occurring now? Do you think

these attacks were a "prank"? Why/why not?

2. Which organizations are investigating the attacks? In your opinion, is cyberterrorism different from other forms of terrorism? Explain. Do you think the hackers have violated a specific law? If so, which one?

3. Why are denial of service attacks considered one of the most difficult challenges in terms of securing the Internet? Why do you think people engage in this type of criminal behavior? Do you think law enforcement officers will catch the criminals who are responsible for the Internet attacks? Explain. In your opinion, what should be the legal consequences for cyberterrorism? Should minors be subject to the same legal consequences as adults?

4. What is electronic commerce? Have students generate a list of businesses on the Web. Group students. Have each group research one of the businesses. Have each group consider how an Internet attack might impact the company and its customers. After groups share their findings ask: Why do you think Internet security stocks rose after the Internet attacks? What role do you think Internet security will play in the electronic commerce revolution? What might businesses do to protect their websites and customers from cyberterrorism? Would you feel comfortable doing business online? Why/why not?

LINKS:
http://cnn.com/2000/TECH/computing/02/09/cyber.attacks.03/index.html
http://cnn.com/2000/TECH/computing/02/09/denial.of.service.02
http://cnn.com/TECH/specials/hackers/related.sites/
http://www.fbi.gov/nipc/cybernotes.htm
http://www.ispo.cec.be/ecommerce/

EDITOR'S NOTE:
Internet
electronic commerce
FBI
cybercriminals
hacker
data base
technology

YOUR DAILY DESK

Science Desk : Chandra

1. What new discovery was unveiled at a recent meeting of the American Astronomical Society? Why haven't scientists been able to see these black holes until now? What "tools" did astronomers use to find these black holes?

2. Refer students to online resources to identity the definition of a black hole and why black holes are significant. Ask: What is the "big bang theory"? At what point in the big bang theory timeline do scientists think these newly identified black holes developed? How do you think scientists used pictures of high radiation areas from the Chandra telescope to help them find black holes? What role do you think the dormant black hole in our galaxy played in the development of our solar system?

3. Inform students that had it not been for the following scientific discoveries and technological innovations, scientists would not have been able to discover black holes. Divide your class into five

groups. Instruct each group to prepare a presentation about one of the following scientific discoveries or technological innovations:

1. Light
2. X-rays
3. Galaxy formation (big bang theory)
4. Hubble telescope
5. Chandra telescope.

Instruct groups to include the following information and activities in their presentations:

- A bulleted list of key facts
- At least one hands-on "lab" demonstration or activity
- At least one visual aid.

Following the presentations, have students explain why understanding these science concepts contributes to a better understanding of black holes. Then ask students: What branches of science are involved in black hole research? Challenge students to identify another scientific event or topic that involves the collaboration of scientists from different scientific disciplines.

LINKS:
http://www.cnn.com/TECH/space/9907/19/chandra.primer.ap/
http://explorezone.com/questions/blackhole.htm
http://library.thinkquest.org/11924/lightprop.html
http://www.fishponds.freeserve.co.uk/emspectrum/
http://exploringthecosmos.homepage.com/bigbang.htm

EDITOR'S NOTE:
black hole
big bang theory
Chandra telescope
x-ray
Milky Way

WORLDVIEW

Information Please : Religion and the Millennium

1. Of what religion is Pope John Paul II the spiritual head? Why has the pope called upon all Christians to celebrate the Millennium in Rome and Jerusalem? Why do you think the pope is calling 2000 a "Jubilee Year"? Why is the year 2000 less significant for the Orthodox Church? What happened to many of the Orthodox believers under the Lenin and Stalin regimes?

2. What do some followers of Protestant traditions see as the "spiritual dimension" to the new Millennium? How are many people seeking spirituality in this special year? What are all Christians celebrating this year? Explain why their timing is very likely inaccurate. In spite of this, why do you think that many Christians are making the pilgrimage to Jerusalem?

3. How have the Roman Catholic and Eastern Orthodox churches evolved over time? How did these religions originate? Have students work in groups to conduct research about the history of these world religions, from their common beginning to the present. Share student findings in class discussion. Discuss how historical events have shaped the evolution of these religions and how Western and Eastern cultures have been impacted by their ideologies.

4. While some world religions attach special significance to the year 2000, others do not. Challenge your students to learn more about significant dates in different world religions. Begin by having the class compile a list of religions practiced throughout the world. Then divide the class into groups,

and have each conduct research to identify significant dates in that religion's history. Have each group present its findings. Combine all the dates and facts into a World Religions Timeline, and post it in the classroom. Refer to the timeline as your students study political and economic events that have occurred in world history.

LINKS:
http://catholicism.about.com/culture/catholicism/msub14.htm
http://www.millenniumcouncil.com/
http://www.rcls.org/deskref/Religion/Catholicism/
http://www.oca.org/
http://www.oca.org/Orthodox-Church-Introduction/Q-and-A/Meeting-the-Orthodox.html#1
http://dfw.orthodox.net/questions/index.htm
http://www.mcjonline.com/news/news3108.htm
http://www.countdown2000.com/jubilee.html

Inside Asia : China Falun Gong

1. What are some of China's cultural achievements? How does China's current government regard religious expression? What religions are "officially recognized" by the Chinese government? What is Falun Gong? Why are Chinese authorities imprisoning Falun Gong followers?

2. How does Sima Nan try to discourage people from following Falun Gong? Who is Li Hongzhi? Why is he no longer living in China? How is Sima Nan trying to discredit Li Hongzhi? Why does Sima Nan believe this needs to be done? What does he think of the government's banning of Falun Gong? Why? The Chinese authorities claim that Falun Gong is not a religion, and that they are not persecuting religion by detaining its followers. What do you think? Explain.

3. In order for a religion to establish itself in China, it must be officially "recognized" by the Chinese government. Why is this a requirement? How do Chinese authorities control religion within their borders? Direct students to work in groups to learn more about state control of religion under Chinese communism. Share group findings. Why is religion considered an enemy of the state to the Chinese authorities? Why do students think the authorities find Falun Gong especially threatening? Discuss.

4. Ask students to consider this question: Does suppression of religious expression accomplish its objective? Have students consult their texts and other resources for instances throughout history where governments persecuted individuals for practicing religion. What was the end result in each case? Was the religious doctrine or spiritual thought extinguished? What do Chinese authorities hope to gain by banning Falun Gong? If the authorities are truly concerned that Falun Gong is dangerous to their people, what should they do? How do students think this situation will ultimately be resolved?

LINKS:
http://news.excite.com/news/r/000208/21/religion-china
http://www.campuslife.utoronto.ca/groups/falun/works/ENG/flg_english.html
http://www2.kenyon.edu/depts/religion/fac/adler/reln29/falungong/01.htm
http://www2.kenyon.edu/depts/religion/fac/adler/reln29/falungong/13.htm
http://www.afn.org/~afn20372/pol/foraw.html#sr
http://www.usnews.com/usnews/issue/970804/4chur.htm

EDITOR'S NOTE:
piety
pilgrimage
Gulag

qigong
Falun Gong

NEWSROOM CHRONICLE

After the Bell: Rising College Costs : After the Bell: Rising College Costs

1. What are the major expenses associated with attending college? Why are college costs rising an average of 4% a year in the U.S.? What is an endowment? How is Williams College using its endowment to help students and their families?

2. Do you think it is important to have a college education? Why/why not? As a class, discuss how having access to a college education has changed in the U.S. during the last century. Why have these changes occurred? Do you think a college diploma has the same significance as it did 50 years ago? Explain.

3. What are the differences between a public and a private university or college? Why are some U.S. students going to private colleges in Canada? Refer students to multimedia resources to investigate the costs of different academic institutions. Why do you think there is a significant difference between the cost of attending a private school versus a public school? Do you think it is worth paying more money to attend a private college or university? Why/why not?

4. According to the video, in the U.S. college costs are rising at a rate that is double the rate of inflation. How might this situation impact your ability to attend college? What are the possible long term consequences of this situation? Do you think it is possible for colleges to keep their costs from rising so quickly? Explain.

5. Group students. Refer groups to online resources, including the websites below, to learn about the different ways of financing a college education. Groups may also wish to speak with counselors, private benefactors and lenders as resources. Have each group prepare a presentation about either an investment strategy or a type of financial aid, including scholarships, grants, work-study programs, or loans. Following the presentations, discuss the positives and negatives associated with each kind of investment strategy and financial aid option.

LINKS:
http://cnn.com/US/9810/07/college.costs/index.html
http://cnn.com/US/9810/07/college.costs/college.cost.tips.html
http://www.pathfinder.com/time/magazine/1998/dom/980817/time_select.family_finan18.html
http://www.finaid.org/
http://www.usnews.com/usnews/edu/

Drugs: Perceptions, Realities (Part II) : Drugs: Perceptions, Realities (Part II)

1. Who is Tamera Grey? Why was Tamera "headed for trouble" when she lived with her mother in Oakland, CA? How was Tamara's father instrumental in helping her to turn her life around? What outside intervention programs help to bring parents and kids together? Why do you think families might need these types of programs?

2. To what degree do you think parents and peers influence kids' attitudes and beliefs? Give an example. In your opinion, which has more of an impact on children: A parent's actions or a parent's advice? Why? According to the video, "kids who have parents involved in their lives and activities say they are less likely to do drugs and get into trouble." Do you agree with this statement? Why/why not?

3. Do you think it's important that parents openly communicate with their kids about the dangers of drug use? Explain. Why do you think some parents are uncomfortable about discussing sensitive issues, such as drug use, with their children? When should parents start talking to their kids about the dangers of using drugs? Why?

4. Direct students to generate a list of challenges that parents face in their efforts to prevent drug use among their children. Group students. Have each group develop a role-play that demonstrates how a parent can successfully deal with one of these challenges. Prior to beginning the activity, have students define the term "empathy." Then, instruct students to think about how a parent would feel in an actual situation. Direct students to use this insight to develop their role-plays.

5. Instruct students to write responses to the following questions. Some students may be uncomfortable sharing personal information, and therefore, you may want to have your students respond anonymously.
   1. How do you get along with your parents?
   2. Do you respect your parents? Why/why not?
   3. Do you think your parents respect you? Why/why not?
   4. What are some of the qualities that you like or admire about your parents?
   5. What are some of the things that you would like to change about your relationship with your parents?

   Share the students' responses and discuss. Then, challenge students to identify ways that they can enhance their relationships with their parents.

LINKS:
http://www.drugfreeamerica.org/
http://www.theantidrug.com/
http://www.emory.edu/NFIA/

EDITOR'S NOTE:
endowment
inflation
provost
parental involvement
drugs

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CNN NEWSROOM Guide

February 11, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:55... 02:25
Top Story ... 02:35... 05:00
Steve Forbes withdraws from the U.S. presidential race.

In the Headlines ... 01:50... 06:50
FAA MANDATES INSPECTIONS.

YOUR DAILY DESK ... 00:55... 07:45
Editor's Desk ... 01:45... 09:30
An English special effects company creates a life-sized robot baby.

Editor's Desk Extra: Entertainment Technology ... 03:20... 12:50
New technologies are changing the entertainment industry.

WORLDVIEW ... 00:55... 13:45
Inside Africa ... 05:40... 19:25
Women hope to play a major role in the new South Africa.

Sports Page: Swiss Ski Patrol ... 03:00... 22:25
The Swiss ski patrol answers the call for rescue on the slopes.

Turner Website Information ... 00:45... 23:10
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 01:00... 24:10
Student Bureau ... 03:25... 27:35
CNN NEWSROOM profiles three African-Americans who are pursuing careers in science.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: Steve Forbes

1. Who is Steve Forbes? What announcement did he make yesterday regarding his political career? Why has he decided to withdraw his bid for the GOP nomination? What are some of his professional accomplishments? What are the differences between Mr. Forbes and George W. Bush's political agendas? If you were Steve Forbes, would you have stayed in the race? Why/why not?

2. Which candidates are still vying for the GOP presidential nomination? What circumstances and events will continue to narrow these fields? In your opinion, how will the withdrawal of Mr. Forbes impact the presidential race?

3. How much money did Mr. Forbes spend on his 1996 and 2000 presidential campaigns? Do you think running for president was a good use of Mr. Forbes' money? Why/why not? Direct students to online resources to compare the cost of Mr. Forbes' campaign to the costs of the remaining candidates' campaigns. Why do you think it cost so much for candidates to run a presidential race? To what extent do you think financial resources influence the outcome of a presidential race?

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/02/10/forbes.withdraw/index.html
http://www.forbes2000.com/
http://www.fec.gov/

In the Headlines : In the Headlines

1. Why has the Federal Aviation Administration decided to order mandatory inspections of all MD-80 series airplanes? Why are inspectors focusing on jackscrews and horizontal stabilizers? How might the results of these inspections benefit the aviation industry and airline passengers?

2. Poll students to find out which mode of transportation they think is riskier: Flying or driving. Then refer students to the National Transportation Safety Board and the Federal Aviation Administration websites, which are listed below, to determine which mode of transportation is the safest and why.

LINKS:
http://cnn.com/2000/US/02/10/alaska.airlines.01/index.html
http://www.ntsb.gov/
http://www.nhtsa.dot.gov/
http://www.faa.gov/

EDITOR'S NOTE:
GOP
conservative voters
electoral process
MD-80 series airplanes
horizontal stabilizer
jackscrew
NTSB
FAA

YOUR DAILY DESK

Editor's Desk : Robo Baby

1. What is Gameboy? Why was Gameboy created? What were the technological challenges associated with building Gameboy?

2. What are the differences between a robot and an animatronic figure? What are some of the different commercial uses for animatronic figures? What are the benefits and drawbacks of using Gameboy instead of child actors? Do you think Gameboy will replace child actors? Why/why not?

3. Refer students to the websites below to learn about the current and future practical applications of robotics. Have students investigate how "artificial intelligence" is being used with robots. Then divide your class into two groups. Direct each group to write a science fiction play that focus on the future role of robots in everyday life. Have each group perform its play. Then ask students: Why are some people opposed to equipping robots with artificial intelligence? Do you agree with this thinking? Explain. Do you think robots will enhance civilization? Why/why not?

LINKS:
http://ai.about.com/library/weekly/aa110398.htm?rnk=r1&terms=Robots&PM=112_300_T
http://alfa.ist.utl.pt/~l39776/robotic.html
http://www.robotics.com/robots.html
http://www.frc.ri.cmu.edu/robotics-faq/
http://robotics.stanford.edu/

Editor's Desk Extra: Entertainment Technology : Editor's Desk Extra: Entertainment Technology

1. What technological innovations contributed to the evolution of the entertainment industry? What is the difference between analog and digital technology? What is DVD? In your opinion, what drives the development of entertainment technology?

2. Some people might argue that the entertainment industry emerged as a result of the industrial revolution, which enabled people to have more leisure time. Have students interview adults from different generations to learn about how they spent their leisure time growing up, and how they were affected by the evolution of entertainment technology. After students share their information, ask: How has entertainment technology changed your culture during the last century? Do think current trends in entertainment technology will impact the quality of people's relationships and their sense of community? Explain. Do you think new technologies will completely replace old forms of entertainment? Why/why not?

LINKS:
http://encarta.msn.com/find/Concise.asp?z=1&pg=2&ti=0396D000&hs=communication+technology
http://lcweb2.loc.gov/ammem/edhtml/edhome.html

EDITOR'S NOTE:
special effects
robot
animatronic actors
kinescope
phonograph
analog
Digital Video Disc

WORLDVIEW

Inside Africa : South Africa Working Women

1. How is Thandi Ciciwezi's life like that of other women in South Africa? Besides taking care of her family, what other job does Ms. Ciciwezi have? What is she doing to help rebuild the new South Africa?

2. Explain how Thandi Ciciwezi is a part of "the promise of a more gender-conscious South Africa." How might she be a role model for other South African women in situations similar to hers? What did the group South African Women in Construction do to help Thandi Ciciwezi pursue her dream? Why was Ms. Ciciwezi inspired to go into construction? Why does she feel that women are especially suited to this field?

3. In spite of her hard work and determination, what obstacle does Ms. Ciciwezi face in her business? Why do you think her male counterparts are uncomfortable with women in this field? Explain how life remains unchanged for many black women in South Africa.

4. At the end of apartheid, South African leader Nelson Mandela said, "We are not yet free. We have only earned the right to be free." Read this quote to students and generate a class discussion to analyze what Mr. Mandela was trying to say. Then divide the class into groups. Direct each group to conduct research to learn more about the challenges to real freedom for South African women. What issues prevent women from enjoying their rights and supporting themselves as citizens of the new South Africa? Present and discuss group findings. Inform students that South Africa's government has established a Gender Commission to explore these issues and ways to address them. Based on group research and discussion, challenge the class to create a "Declaration of Rights of South African Women" for the Commission to use as its guide.

LINKS:
http://www.tcol.co.uk/news/jun96/saagenda.htm
http://www.unog.ch/broadcast/speeches/safrica.htm
http://www.worldafricannet.com/news/news7592.html
http://www.fvpf.org/global/gf_sm_southafrica.html

Sports Page: Swiss Ski Patrol : Sports Page: Swiss Ski Patrol

1. Where is Saas Fee located? What popular winter sports do visitors to this region experience? Who are Sepp Herger and Hans Stadler? How many rescuers are there on their team? Why is the team always "on alert"?

2. Describe some of the calls the Ski Rescue Patrol of Saas Fee answers. How are some of these injuries "self-inflicted"? Why do you think many skiers and snowboarders ignore written warnings and signs? How might the ski patrol's job be easier if people heeded warnings?

3. Every year thousands of people are injured and some are killed while participating in winter sports. Have your students work in groups to learn more about winter sports injuries, including their prevention and treatment. According to Michael Tuggy, M.D., a skier's level of experience, snow conditions and equipment are among the factors that play a role in the likelihood of an accident. Direct groups to determine the factors that are most responsible for winter sports accidents, how to prevent accidents, what kinds of injuries are most common, and how they are treated. Share group findings. If possible, have a local medical professional answer student questions on injury treatment and prevention. Have groups create either informative brochures or posters promoting winter sports safety.

4. Professional rescue operations, while sometimes exciting, are often intense and physically and emotionally demanding. Help your students learn more about the different careers that are part of emergency search and rescue.
    1. Group students. Have each select one profession whose focus is emergency rescue. Groups may want to consider rescue and lifesaving operations involving swimming and boating,

hiking, and emergency medical response, to name a few.
2. Assist each group in locating information about its chosen field.
3. If a professional in the field is available in your area, ask this person to talk to the class about what he/she does, the training and education involved, and the challenges he/she faces everyday.

Direct each group to offer a formal presentation on its chosen rescue and lifesaving field. Encourage students who demonstrate an interest in these careers to pursue additional information.

LINKS:
http://faculty.washington.edu/mtuggy/geninfo1.htm
http://www.skipatrol.org/
http://www.nsp.org/Safety/
http://www.rescue3.com/
http://131.230.57.1/patrol.htm
http://www.merginet.com/
http://www.nps.gov/yose/gvhike.htm

EDITOR'S NOTE:
South Africa
gender
apartheid
domestic
employment equity
ski patrol
Swiss Alps
snowboarders

NEWSROOM CHRONICLE

Student Bureau : Black Scientists

1. Who are Hakeem Olusayi, Randel Pinket and Kori Bevans? How are they "changing the perception of what a scientist looks like and of what a scientist can do"?

2. Do you have an eclectic range of interests and activities? If so, what are they? How did you become interested in these activities? How do these activities influence your life?

3. What is Mr. Olusayi's key to success? Do you share his philosophy? Why/why not? If so, ask students to give a personal example that supports Mr. Olusayi's philosophy. Why do you think some people have difficulty believing in themselves? What can people do to enhance their self-esteem?

4. In recognition of Black History Month, have students create a visual display of African-American scientists. Instruct students to include brief biographies of the individuals and their professional accomplishments. Ask students: How has the role of African-Americans changed with in the field of science during the last century?

LINKS:
http://www.lib.lsu.edu/lib/chem/display/
http://sun3.lib.uci.edu/~afrexh/ProfileList.html
http://www.geocities.com/Athens/Forum/9061/afro/afro.html
http://www.nsbe.org

EDITOR'S NOTE:
astrophysics
science
image
engineering

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February 14, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:50... 01:50

TODAY'S NEWS ... 00:40... 02:30
Top Story ... 02:15... 04:45
Charles Schulz, creator of "Peanuts," has died.

In The Headlines ... 02:00... 06:45
ENDEAVOUR MAPS THE WORLD

YOUR DAILY DESK ... 00:35... 07:20
Environment Desk ... 02:00... 09:20
Endangered animal products find their way onto an online auction site.

WORLDVIEW ... 00:25... 09:45
Around the World ... 04:45... 14:30
Water conservation gains more importance as we move into the 21st century.

Wild Kingdom ... 02:35... 17:05
Destroyed habitats and hunters put many primates in danger of extinction.

NEWSROOM CHRONICLE ... 00:30... 17:35
Special Series ... 09:15... 26:50
-African Americans are underrepresented in the fields of math and science.
-Meet a young African American woman who brings her love of science to others.

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Charles Schulz 1922-2000

1. Who was Charles Schulz? What was the title of his daily comic strip? Who were some of its characters? For how long has this strip run?

2. Why, in Mr. Schulz's own words, does his "art imitate life"? How did his art become famous beyond his expectations? How did Charles Schulz give back to his community? Why do you think he and his family agreed that there would be no ghostwriters for "Peanuts"?

3. Ask students to locate "Peanuts" cartoons from recent newspapers or books and bring these to class. Share the cartoons and ask students what they think each character represented. Charles Schulz has said that his comic strip was autobiographical. What do students think each character may have symbolized in Mr. Schultz's life? Why?

4. The "Peanuts" gang has been called "the stuff of American culture." What does this mean? Challenge your students to find items, products, symbols and the like that bear images from "Peanuts." One example given in the video is NASA's lunar module, "Snoopy" and its command module, "Charlie." Share student examples. Generate a class discussion about popular culture and its effect on our daily lives. Why is the end of the "Peanuts" strip a significant event for many? How do students think Charles Schulz would like to be remembered?

5. Challenge your students who would like to try their hand at creating cartoons to consult the last website below. Direct your students to create their own comic strips around a central idea or theme. Hold a contest and recognize the most creative, most artistic and most meaningful efforts.

LINKS:
http://www.illustration-house.com/bios/schulz_bio.html
http://www.geocities.com/SiliconValley/Way/3332/comicspot.html
http://www.snoopy.com/
http://www.reuben.org/
http://www.reuben.org/wannabe.asp

In The Headlines : In The Headlines

1. What is the mission of this latest space shuttle flight? Who will be using this data? Why will there be areas of the earth that will go unmapped?

2. This mission is called the Shuttle Radar Topography Mission, or SRTM. Ask your students to define the word "topography," and discuss how a topographical map is different from a standard political map. If possible, secure a topographical map of your area to display for students. Note the features it displays. Refer students back to the video. Besides the groups mentioned in the video who are interested in this data (geologists, ecologists, geographers and the Pentagon), who might find this mapping data useful? Why? Discuss how NASA missions often serve broader purposes than space exploration.

LINKS:
http://cnn.com/2000/TECH/space/02/13/endeavour.01/index.html
http://cnn.com/2000/TECH/space/02/12/endeavour.01/

EDITOR'S NOTE:
Charles Schulz
"Peanuts"
Snoopy
Charlie Brown
Endeavour
topography

YOUR DAILY DESK

Environment Desk : Sea Turtles vs. eBay

1. What is eBay? About how many items are posted there each day? Why is the Caribbean Conservation Corporation asking eBay to be more vigilant in its monitoring of the items auctioned there? In what way has it offered to help? What advantages does transacting business through a website offer the illegal animal product trade? Explain.

2. What is eBay's policy on listing products made from endangered animals? Why do you think its policy is so difficult to enforce? In what ways is eBay trying to reduce violations of its policies? Who, if anyone, has legal jurisdiction over eBay's commerce? What do you think is involved in finding and catching someone trying to sell an illegal product over the Internet?

3. Have your students research the use of technology related to endangered species. Use the websites below as a starting point and augment the list with your own websites or print materials. In examining each source, have students focus on how the technology is used and whether, in the end, its use is helpful or harmful to endangered species. Tell students to write down their thoughts as they do their research. Next, have your students write opinion papers answering the question: Has technology done more to hinder or help the plight of endangered species? Advise students to use their research to support their positions. Have students share their papers and discuss how large or small they think the Internet's impact is on endangered species as compared to all other technologies.

LINKS:
http://pages.ebay.com/help/community/png-wildlife.html
http://k2.kirtland.cc.mi.us/~finked/Internet-Support/commerce.htm
http://www.onr.navy.mil/sci_tech/ocean/info/nrtwhale/
http://ghc.library.ctc.edu/NRT/hatchery/
http://www.rit.edu/~flwstv/techeffects.html#environment

EDITOR'S NOTE:
endangered species
threatened species
eBay

WORLDVIEW

Around the World : Water: Part II

1. How do most farmers irrigate their crops? Why is argricultural water conservation so important? What is drip irrigation? Why does so little of the world use this method? Why do some experts think it is hard to motivate farmers in industrialized nations to conserve water? What caused an increase in conservation in California's industrial use of water?

2. What are some changes in public usage that can conserve water, according to the news feature? What other ways can you think of to conserve water in the home?

3. Richard Jolly compares the amount of money needed to provide 10 years of worldwide sanitation and water to the amount spent in one year on alcohol in Europe or perfume in the U.S. Do you think this comparison is relevant? Why or why not?

4. Challenge students to find out more about the importance and the methods of water conservation.

Divide the class into small groups and have each create a presentation about water. Arrange for each group to present its findings to younger classes of students. Instruct them to include concrete ways for students and their families to conserve water in their homes.

LINKS:
http://www.epa.gov/watrhome/
http://www.nacdnet.org/pubaff/stewardship/
http://www.iucn.org/info_and_news/press/water2000.html
http://www.waterinfo.org/cnsrv.html

Wild Kingdom : Primates in Peril

1. What has a new study discovered about the stability of many primate populations? What is causing the animals' endangerment? In spite of the danger for these animals, how many species actually became extinct in the 20th century?

2. What percentage of primate species is in danger of extinction in the 21st century? What percentage is in immediate danger over the next 20 to 30 years?

3. What is an ecosystem? What is biodiversity? Why do you think that people endanger habitats that are essential to animals' survival? Do you think it should be illegal for hunters to kill primates for food? Why or why not?

4. Challenge students to find out more about endangered species and ecosystems. Divide the class into small groups and have each group research websites listed below to come up with an endangered animal and/or a specific habitat to research. Have each group present the problems and the solutions that are being implemented. Discuss as a class which solutions appear to be working the best and which obstacles seem to be the hardest to overcome. Have each group create a poster illustrating its research. Display the posters where other students can see them and learn more about endangered animals.

   EXTENSION: Are any animals or habitats in your area in danger? Ask a town representative to talk to your class about areas and/or animals that are affected by pollution or human population growth in your location. Have students brainstorm ways in which they can help to solve the problem. Ask a student to volunteer to write the ideas into a letter from the class to send to the appropriate town department.

LINKS:
http://www.worldwildlife.org/
http://www.wwf-uk.org/factsandinfo/tamarinmain.htm
http://www.wwf-uk.org/education/endangered/index.htm

EDITOR'S NOTE:
drip irrigation
conserve
desalination
sanitize
aquatic life
primates
tamarins
lemur

NEWSROOM CHRONICLE

Special Series : Black History Month: Black Scientists

1. What is Marshall Shepherd's occupation? Where does he work? When did he become interested in weather research? How is he "the exception to the rule"? Nationwide, what percent of meteorologists are black? Does this statistic surprise you? Explain. Describe black representation in other science and math fields.

2. According to the middle school students interviewed in the video, why are so few African American kids interested in math and science careers? Do you agree or disagree with any of the comments you have heard? Explain. Is Marshall Shepherd surprised by any of these comments? Who does he credit for his confidence in these fields? What does he say is important for anyone who wants a career in science?

3. Professor Gary May says that even at Georgia Tech, a school that graduates many black engineers, it's not easy to find enough qualified applicants. What factors account for this shortage? What is the good news for those African Americans who do graduate with engineering degrees?

4. Who is Amy Snipes? What does she want to prove to others? What is she doing to instill her confidence into others? What is her motivation for teaching these younger students? Does it appear that her message is getting across to these students? Explain.

5. In the video we hear that Amy Snipes is a role model. What is a role model? Have your students cite some of the people they would consider role models. Are any of these individuals in the fields of math or science? If not, or if only a few are named, why do students think this is the case? Invite an African American who has made a career in one of these fields to address the class. Ask the scientist to talk about his/her job, the training and education he/she has, and how he/she became interested in this field. Encourage students who may be interested in the sciences and math to pursue additional information.

6. African American scientists have been credited with many inventions, some that we use everyday and others that are more technical and specialized. For example, did your students know that the ironing board, the hair brush, the lawn mower, and even the space shuttle retrieval arm were all invented by African Americans? Divide your class into groups and direct each group to go on an information scavenger hunt. Challenge groups to find as many African American scientists or inventors and their contributions/achievements as possible. Share group lists. Discuss the obstacles these individuals had to overcome.

   EXTENSION: Have each student choose one of scientists/inventors on the list and create a design for a plaque commemorating his/her achievements. Post the plaques in your classroom.

LINKS:
http://www.math.buffalo.edu/mad/PEEPS/madprofiles.html
http://www.cis.vt.edu/ws/wsmodules/blackinventors.html
http://www.brown.edu/Administration/Dean_of_the_College/homepginfo/equity/minorities.html
http://afroamculture.miningco.com/culture/afroamculture/msub9.htm

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EDITOR'S NOTE:
meteorology
NASA
engineering
anthropology
central axis

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 15, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:30... 02:05
Top Story ... 02:35... 04:40
President Clinton conducts the first presidential online chat.

Space is the Place ... 02:15... 06:55
The spacecraft NEAR catches up to an asteroid.

YOUR DAILY DESK ... 00:25... 07:20
Health Desk ... 03:00... 10:20
Researchers discover that asthma is frequently aggravated by common indoor substances.

WORLDVIEW ... 00:20... 10:40
Inside Asia ... 05:15... 15:55
Asia's view of human rights continues to shape global politics.

Taking Care of Business ... 02:30... 18:25
Japan hopes for better economic times as it recovers from financial problems.

Culture Watch ... 02:55... 21:20
Unusual, but fun, animated creatures are symbols for the 2002 World Cup in soccer.

Turner Website Information ... 00:50... 22:10
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:30... 22:40
Democracy in America: Presidential Campaigns ... 04:00... 26:40
A Newseum exhibit displays the changes in presidential campaigning.

CNN NEWSROOM CLOSE ... 01:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Clinton Online

1. Where was the site of President Clinton's online interview and chat? How were the questions chosen, and by whom? According to CNN's Wolf Blitzer, what news did President Clinton make during the online interview? Why is Mr. Clinton in favor of eliminating the cap on social security earnings after age 65? What condition did he attach to signing of such a bill? What is a "clean bill"? Why might congressional representatives send a bill that is not "clean" to the president?

2. What does President Clinton believe others will say about his legacy? Compare his performance at this online interview and chat to his performance during the town hall meetings in 1992. Wolf Blitzer called this an "online town hall meeting." Do you agree with his assessment? Explain. In spite of the president's shortcomings in high technology, why do you think he is excited about presidential use of the Internet?

3. With this latest presidential attempt to stay in touch with the electorate, President Clinton forges a modern milestone in the field of communication. How have presidents in the past stayed in touch with their citizens? Divide your class into groups and have each group choose one U.S. president to research. Direct the group to assess its president's style of communication, and the methods that he used for maintaining contact with the people. Have each group present its information. Cite the significant "firsts" in presidential communication, such as the first photograph of the president, the first radio address, the first television appearance, etc.

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/02/14/clinton.cnn/index.html
http://washingtonpost.com/wp-srv/liveonline/levey/bob0406.htm
http://www.americanpresidents.org/

Space is the Place : Space is the Place

1. What is NEAR? What is significant about its mission? How long did it take for NEAR to get to the asteroid? What did NEAR's pictures reveal about Eros? Why are scientists interested in the information NEAR will provide? Why do they feel that we have to "understand asteroids"?

2. Challenge your students to gather information on what scientists know so far about asteroids and share their information with the class. Discuss how more data on asteroids could offer scientists clues as to the "basic building blocks of the solar system." What information would scientists need from NEAR to make realistic assumptions about the origins of the planets?

LINKS:
http://cnn.com/2000/TECH/space/02/14/eros.03/index.html
http://cnn.com/2000/TECH/space/02/14/eros.02/index.html

EDITOR'S NOTE:
Bill Clinton
cnn.com
online interview
social security
"clean" bill
Eros
NEAR
asteroid

YOUR DAILY DESK

Health Desk : Indoor Asthma

1. How many Americans suffer from asthma? Who is most affected? What have researchers discovered to be common agitators of asthma?

2. What is asthma? Do you or does anyone you know suffer from this disease? What is it like? What can people do to get relief from asthma?

3. Do you think that any of the causes mentioned in the news feature exist in your own home? Explain. What are steps you can take to reduce the contributors to asthma in your home?

4. Direct students to use the websites listed to learn more about asthma - its symptoms, its seriousness, and the effects it has on children suffering from it. Have them create informative posters about the wide range of the disease and its symptoms or about lessening the conditions that contribute to asthma in the home. Display the posters where other students can learn from them.

LINKS:
www.niad.nih.gov/newsroom/asthma2.htm
www.niad.nih.gov/factsheets/allegystat.htm
www.ama-assn.org/special/asthma/treatmnt/treatmnt.htm
www.asthma.org.uk/

EDITOR'S NOTE:
triggers
asthmatics
dust mites
allergens
asthma attack

WORLDVIEW

Inside Asia : Human Rights

1. What does the term "Asian values" mean? How would you compare them to Western values? How do advocates of Asian values feel about pressure to conform to Western values? Why?

2. According to the news story, what has caused many internal policy changes in Asian regimes? In what ways do you think that modern technology influences the knowledge and desires of average Asian citizens?

3. What is your vision of everyday life in Asia? From what sources have you formed your opinion? Do you think it is an accurate picture? Why or why not? How do you respond to the Chinese human rights professor who argues that poverty of millions of Chinese is a more important issue than the imprisonment of a small number?

4. Divide the class, and direct half to study Western values and their sources, and the other half to study Eastern values and sources. Hold a debate in which each side explains its position on human rights and tries to convince the other side of its superiority. Discuss the outcomes as a class.

5. Using the information students found for their debate, explore the question of whether or not countries can share economic resources without holding the same values. Challenge students to

learn about past and present economic sanctions the U.S. has placed on countries such as China, Cuba, Iraq, and South Africa as they formulate their opinions. Do students think that such sanctions work to persuade countries to change their human rights and political policies? Do they think that they are fair? Based on their discussion, ask students to create political cartoons that express their opinions.

LINKS:
http://ifrm.glocom.ac.jp/DOC/k02.001.html
http://www.ruf.rice.edu/~tnchina/
http://www.mtholyoke.edu/acad/intrel/freefor.htm
http://www.webcom.com/peaceact/sanctions_content.html
http://www.usaengage.org/consider/consider23.html
http://www.sanctions.net/page4.html

Taking Care of Business : Japan Better Times

1. What steps has the Japanese government taken to improve its economy? What do financial experts think the public must do to improve Japan's economy? What would encourage citizens to reinvest in financial markets?

2. Based on the information in the news story, do you think that Japan is headed for better financial times? Why or why not?

3. Use this opportunity to explain terms such as financial markets, economic recovery, and corporate restructuring. Direct students to explore websites such as those listed below to learn and discuss more about Japan's recent economic difficulties. Then ask them to apply what they have learned to a discussion about the present state of their own country. Do students believe that their country is enjoying a stable time period economically? Why or why not? Have them make a comparison/contrast list of economic indicators. On the left they can list those examples that they found about Japan, and on the right, a corresponding example for their own country that illustrates either its positive or negative comparison.

LINKS:
http://www.ft.com/nbearchive/email-ftibwcq346682.htm
http://cbc.ca/news/indepth/japan/
http://www.asiasource.org/news/at_mp_02.cfm?newsid=3781
http://www.wsws.org/articles/2000/feb2000/jap-f11.shtml
http://www.nytimes.com/library/opinion/krugman/020900krug.html
http://www.economist.com/editorial/freeforall/22-1-00/index_ld9668.html
http://stats.bls.gov/eag/eag.us.htm

Culture Watch : South Korea Mascot

1. What is an Atmo? What do Atmos look like? How do you respond to them? Do you think that they will make good mascots for the 2002 World Cup? Why or why not?

2. The FIFA, soccer's governing body, is enthusiastic about the Atmos. What do they hope the characters will do for soccer? Do you think that people will want to follow their story lines over the next two years? Explain.

3. Tell your students to role play the part of sports marketers chosen to create a marketing campaign for the World Cup 2002. Have them create their own mascots and develop a strategy to create interest in soccer over the next two years. They can choose to work in groups or individually. Direct them to look carefully at the chosen marketing strategies for the 2002 World Cup by looking at listed websites before they complete their own business plan. Have students present their work to

the class, including illustrations of their mascots and reasons for choosing their particular strategies.

LINKS:
http://www.2002worldcupkorea.org/
http://www.2002worldcupkorea.org/hearhee/eng/3/4.htm
http://www.jawoc.or.jp/index_e.htm

EDITOR'S NOTE:
human rights
Asian values
financial markets
corporate restructuring
World Cup
FIFA
mascot

NEWSROOM CHRONICLE

Democracy in America: Presidential Campaigns : Democracy in America: Presidential Campaigns

1. According to the video, who was "master of the medium" of radio? Compare William McKinley's campaign strategy to that of his rival, William Jennings Bryan. Who won that race? Why did Theodore Roosevelt advise candidates not to ride on animals? What other information might visitors to the Newseum gain from this exhibit on presidential campaigning?

2. What has changed about presidential campaigning since the Nixon-Kennedy Debate? What has not? What is negative campaigning? Why do you think that candidates agonize over whether or not to use negative ads? Can you think of any pros and cons of using negative ads against your opponent? Explain.

3. What role is the Internet playing in informing voters? Do you think the Internet's role as an information provider is a positive or a negative force? Explain. Do you think the Internet will have an impact on future voter turnout? State the rationale for your answer.

4. Personal campaigning, railroad tours, newspapers, radio and television have all played a role in presidential campaigns throughout U.S. history. What approaches are used today? Send students on a media scavenger hunt to find examples of the presidential candidates preferred methods of campaigning, and share their findings. Discuss how technology has impacted the campaign trail. In spite of modern technology and its ability to reach millions of people at a time, why do students think the candidates still rely on handshaking and personal appearances?

5. Use this opportunity to introduce your students to another aspect of campaigning, political memorabilia. Some students may have campaign buttons, signs, or bumper stickers they would like to show to the class, or you might direct students to the Internet for examples of historic campaign buttons and banners. Generate a class discussion about the symbols and colors associated with these items. Why is red, white, and blue often used? What slogans can be found on these items, and what do they mean? Challenge your students, working in groups, to design campaign buttons or other political paraphrenalia for the current presidential candidates.

LINKS:
http://www.gi.grolier.com/presidents/aae/side/pelect.html
http://www.cyberbee.com/campaign/mem.html
http://www.zdnet.com/zdnn/stories/news/0,4586,2204211,00.html

http://cnn.com/ALLPOLITICS/

EDITOR'S NOTE:
Newseum
campaign trail
newsreels
manual typewriters
negative campaigning
informed voter

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 16, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:50... 01:50

TODAY'S NEWS ... 00:40... 02:30
Top Story ... 02:25... 04:55
E-commerce rivals join forces to combat hacking.

Democracy in America: South Carolina Debate ... 02:10... 07:05
GOP candidates meet in a heated debate in South Carolina.

YOUR DAILY DESK ... 00:45... 07:50
Business Desk ... 01:40... 09:30
Investors put increasing pressure on companies to promote social responsibility.

WORLDVIEW ... 00:30... 10:00
Inside Europe ... 05:25... 15:25
CNN Correspondent Richard Blystone reflects on the last stretch of the Iron Curtain.

Taking Care of Business ... 02:20... 17:45
Rural Chinese peasants are flocking to the cities.

Turner Website Information ... 00:50... 18:35
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:20... 18:55
Student Bureau ... 02:40... 21:35
Teenage consumers have a major impact on the athletic footwear market.

Reformed Gang Poet ... 05:25... 27:00
An effort to reform former gang members is not without controversy.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Internet Security

1. Why did Silicon Valley executives, government officials and a hacker named "Mudge" all converge on the White House yesterday? Which websites were shut down by hackers last week? What is a "denial of service" attack? What has President Clinton endorsed to combat future hacking?

2. What agreement did e-commerce rivals reach at the White House conference on Internet security? What does the e-commerce industry want the U.S. government to do? Why do you think the different e-commerce competitors have put their differences aside to deal with this problem? Why did many web businesses ignore warnings that a cyber-assault was forthcoming? Who issued the warnings, and when? What did the FBI do to help businesses protect themselves? Which sector of the economy did take advantage of this protection? Who is "Mudge"? Does he think people have learned from this latest hacking experience? Explain.

3. At yesterday's conference, President Clinton acknowledged the seriousness of these cyber-attacks, but he also cautioned that they were not "an electronic Pearl Harbor." In class discussion, ask students to explain what he means. In small groups, have students consider the economic, political and security ramifications of the latest cyber-attacks. Have each group list its ramifications. Then direct each group to rate the seriousness of these attacks on a scale of 1 to 10, with 10 being the most serious. Have groups share their lists and ratings. Do students think e-commerce executives and government officials would agree with their assessments? Why/why not?

4. Some Internet executives have recommended that the 'Net be completely redesigned to prevent hacking. In the words of Randy Sandone of Argus Systems Group, Inc., "The Web is rotten at its core." But according to Keith Teare, Chairman of RealNames (a victim of one of the hacking attacks), "For every secure environment, there will be somebody prepared to try to break in. "If they are clever enough, they will find holes." Read these two comments to students. Then ask them to consider what, if anything, should be done to prevent hacking: Should the Web be redesigned? Should it be monitored by governments? Will hacking always be a threat no matter what the industry does to protect itself? Direct each student to write an essay offering his/her views on protecting the Internet and what, if anything, should be done to stop cyber-attacks.

LINKS:
http://cnn.com/2000/TECH/computing/02/15/hacker.security/index.html
http://cnn.com/2000/TECH/computing/02/13/unsafeinternet.ap/index.html
http://www.isr.net/

Democracy in America: South Carolina Debate : Democracy in America: South Carolina Debate

1. Offer your observations on the exchanges that took place in last night's Republican presidential debate. Do you agree with any of the comments that you heard? Explain.

2. Direct students to create debate "report cards" and rate each of the three candidates, George W. Bush, Alan Keyes, and John McCain on their debate performances. How would students rate each on the issues, his message and his conduct? Assist students in consulting media resources and the Internet as they research the debate. Have each student use his/her research to construct his/her debate "report card," assigning grades to each candidate in different categories. Have each student present his/her report card and predict the impact of the debate on the outcome of the South Carolina Primary.

LINKS:
http://cnn.com/ALLPOLITICS/
http://www.georgewbush.com/
http://www.keyes2000.org/
http://www.mccain2000.com/

EDITOR'S NOTE:
hacker
Internet security
George W. Bush
Alan Keyes
John McCain

YOUR DAILY DESK

Business Desk : Ethical Investing

1. In your own words, define "social responsibility." What is ethical investing? How are many investors putting their money where their mouth is when it comes to ethical investing? Why do you think many consumers are interested in the behavior of businesses?

2. Which issues have traditionally been the "big three no-nos" for socially responsible investors? Why do you think this is so? What events and issues have been added to the list of concerns for investors? What fund topped the list of socially responsible funds in 1999? How should one go about investing in a socially responsible fund or business?

3. Pose this scenario and questions to students: You suddenly learn that your favorite retail establishment, manufacturer (of clothing, electronics, shoes, or any other product) or restaurant is using underage labor, and to make things worse, its working conditions are deplorable by any standards. Would it make a difference to you? If not, why not? If so, what would you do in response? Divide the class into groups. Direct each group to come up with an action plan, or a rationale for inaction, to address this situation. Have each group present its plan. Discuss what could happen if consumers do nothing, as some groups might suggest. Next, examine the action plans of the other groups to determine some of their strengths and their pitfalls. For example, you may want to generate a class discussion about economic boycotts and why they are often ineffective. Ask the class to determine what the best course of action would be if they, as consumers, wanted this business to change its behavior.

4. Challenge your students to engage in socially responsible "investing." Invite an investment professional to address the class and recommend some funds or stocks in which groups of students can "invest" a set amount of capital. Have each group chart its investment's performance over a prescribed period of time, and compare it to that of other stocks or funds. Share group charts and discuss whether, in each case, ethical investing was a wise financial decision compared to other possible investments.

LINKS:
http://dmoz.org/Business/Investing/Socially_Responsible/
http://www.ethicalconsumer.org/
http://news.bbc.co.uk/hi/english/world/africa/newsid_575000/575204.stm

EDITOR'S NOTE:
socially responsible investors
apartheid
mutual funds
issue

WORLDVIEW

Inside Europe : European Dreams of Unity

1. What was the Iron Curtain? For what purpose was it constructed? Why was it torn down? Why do you think that a news correspondent would want to trace its demise 10 years after its collapse? Using a globe or map, locate the places mentioned in the news feature. Relate what you know about current events in Hungary, Yugoslavia, and Slovenia.

2. A chief in a Hungarian detention camp uses the phrase "the silent war between rich and poor" to describe the current affairs in Europe. Could this phrase also be applied to your country? Explain.

3. In the story we hear this quote, "For ten years, ordinary people in the East have been learning that freedom is not a thing but a way of life, with its own pluses and minuses." Challenge your students, working in groups, to conduct research to learn about life in Eastern Europe since the fall of the Iron Curtain. Share group findings. What are the "pluses and minuses" of freedom? How are some of these positives and negatives illustrated in the story? Discuss.

4. In what ways does this news story seem different from most news clips that you view? Does it seem more or less factual than most news stories you watch? Explain. How do you define writing style? What are characteristics of typical news stories? Does this news story contain these characteristics? Why or why not?

5. This news story by CNN's Richard Blystone has a lyrical feel to it, as illustrated in the word choice and rhythm of the telling. Most news stories sound more distant and objective, answering the questions Who? What? When? Where? Why? and How? This piece adds emotion to the details. Ask students to watch it again and write down phrases and audio/visual portions that strike them as emotional or figurative in language and/or images. Then ask them to take another story from today's CNN NEWSROOM and change the tone from strictly objective to more lyrical and emotional. Discuss whether this changes the impact and believabilty of the story.

LINKS:
http://www.brianrose.com/lostborder.htm
http://turnerlearning.com/cnn/coldwar/walldown/down_ttl.html
http://www.centraleurope.com/country/slovenia/slnhome.php3

Taking Care of Business : Chinese Urbanization

1. How many people live in China? What percentage live in rural areas? Why are so many moving to the cities? Why did they not do this when China was a Communist country? How do experts predict the percentages will change in 50 years?

2. Do you think that the change in population centers is a good or bad thing for China? Explain. What do Chinese cities need to accommodate for the rapid influx of people who once lived in rural areas?

3. Why is it possible that villages such as Xiangtun could cease to exist? In your opinion, would the demise of such villages be unfortunate, or would the change be insignificant to the country of China? Defend your position.

4. Many countries, including the U.S., have faced or are facing major transfers of population from rural to urban areas. Direct students to research the problems of rapid changes in populated areas. Based on what they learn, ask them to role play the part of city officials whose task it is to facilitate population transfers to the area. What would such officials instruct potential newcomers to consider before moving to the area? Ask them to draft letters welcoming and advising these potential new

residents.

LINKS:
http://washingtonpost.com/wp-srv/WPlate/2000-02/13/237l-021300-idx.html
http://www.pathfinder.com/time/daily/special/newschina/index.html
http://cnn.com/SPECIALS/1999/china.50/
http://www.sdsmt.edu/online-courses/is/soc100/Pop_Urban.htm
http://www.runet.edu/~lridener/DSS/popurb.html

EDITOR'S NOTE:
Iron Curtain
Balkans
paradox
urbanites
market economy
migrant workers

NEWSROOM CHRONICLE

Student Bureau : Teens and Footwear

1. How would you define your personal style? To what extent are clothes and footwear an element of that style? According to the video, why are teenagers so important to the footwear market? How are their preferences as consumers reflected in the products seen at this year's Super Show? Do you buy athletic footwear? If so, what factors determine your decision to buy or not to buy a particular style of athletic shoe? Do you think most young consumers are guided by these same factors? Explain.

2. Challenge your students to act as sportswear/athletic footwear marketers and create products that would be appealing to young consumers. Divide the class into groups and have each conduct research to learn more about the hottest trends in fitness and sports. The websites below may be of assistance. What activities and sports are popular among consumers, especially young consumers? What kinds of clothing, footwear and accessories might be well-received by consumers? Have each group use its research to design one item of clothing, footwear, or other item to introduce at the Super Show. Have groups create diagrams of their products on posterboard, give the products names, and offer suggested retail prices. Hold a "Super Show" in your classroom and allow each group to present its ideas and explain why that product would perform well in the market.

LINKS:
http://sportlink.com/press_room/index.html
http://www.r-sports.com/
http://primusweb.com/fitnesspartner/index.html

Reformed Gang Poet : Reformed Gang Poet

1. How are the poets seen in the video different from other individuals you think of when you think of poetry? What is Homis Unidos? How has poetry changed the lives of these former gang members?

2. Who is the leader of this group? Why is he currently in jail? Why do some believe the authorities are retaliating against Alex Sanchez? Who is Tom Hayden? Why did he put up Alex's bail and petition the I.N.S. to let Alex stay in the U.S.? How has the Captain of the Rampart Police Station responded? The Reverend Frank Alton says that Alex's method of rehabilitation takes patience. Do you agree or disagree with him? Explain.

3. How does the mural in the heart of L.A.'s gang territory reflect Alex Sanchez's story? How does Homis Unidos offer an alternative to that life? Why does Alex worry about the message his incarceration sends? Do you think a program that focuses on poetry is a credible way for him to respond to those who think he should be deported? State your rationale.

LINKS:
http://members.aol.com/ModernPoet/index.htm

EDITOR'S NOTE:
athletic footwear
Homis Unidos
poetry
I.N.S.

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 17, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 04:00... 06:35
-The soaring price of oil becomes a White House agenda item.
-Boston truck drivers protest rising gas prices.

YOUR DAILY DESK ... 00:20... 06:55
Science Desk ... 03:10... 10:05
"Bots" are invading the Internet to assist "surfing" humans.

WORLDVIEW ... 00:30... 10:35
Inside Asia ... 11:00... 21:35
Japan learned to reduce earthquake destruction after the devastating Kobe quake of 1995.

Turner Website Information ... 00:45... 22:20
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:20... 22:40
Student Bureau ... 04:20... 27:00
One teenager uses her experience to warn others of the horrors of drug addiction.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Gas Prices

1. What benchmark has the price of oil recently cleared? When was it last over $30/barrel? How has this affected the price of gasoline in the U.S.? How much do you pay for gas where you live? Why has the price of oil has increased so sharply?

2. How has President Clinton responded to the soaring price of oil in the U.S.? What does he plan to tell leaders of the oil producing nations? What are the strategic oil reserves? Why do you think the

President has not ruled out tapping into them? Why is the issue of gas prices especially important this year?

3. How high is the price of gas expected to climb in the U.S. by this summer? How does this increase act "as a tax on the consumer"? What could happen to reverse the trend of increasing gas prices?

4. What does Peter Salvo do for a living? How has the increasing price of gas impacted his life, both personally and professionally? What did Mr. Salvo do along with other truck drivers to express his frustration? How did Massachusetts Governor Cellucci and Energy Secretary Richardson respond to the truckers?

5. What is OPEC? How do the actions of OPEC affect what you pay for gas at the pump? Have students work in groups to learn more about OPEC and its impact on the world oil market. What percentage of the world's oil does OPEC control? How does the cartel's decision to slow production affect oil prices? Share group findings in class discussion, and relate their information to what students know about supply and demand. Discuss how the demand for gas is different from that of most other goods. Do students think higher prices for gas at the pump will significantly affect demand for gas? Why or why not? How does this underscore the vital role OPEC plays in gasoline pricing?

6. Inform students that the price of oil had dropped sharply in 1998. In fact, oil export revenue for OPEC nations had slid 32% from 1997-1998. How do students think this slide would impact the finances of the governments of OPEC nations? Do students think the leaders of the OPEC nations are responding out of a need to help their countries' finances, or is their motivation purely monetary? Discuss.

7. Some lawmakers and consumers want President Clinton to release some of the oil from the nation's strategic oil reserves. Refer students back to the discussion of supply and demand and ask them to consider why some are advocating this move (It could decrease or stabilize prices in the short-term.) Next, refer students back to the video to learn why some analysts are warning the President not to release these reserves. Have students conduct research to determine both the pros and cons of this action. Then have each student weigh the evidence and write an essay in response to the question: Should the President release strategic oil reserves in an effort to stabilize oil and gas prices?

LINKS:
http://www.opec.org/
http://www.opec.org/faqs.htm
http://www.gasandoil.com/goc/news/welcome.html
http://www.eia.doe.gov/emeu/cabs/opecrev.html
http://cnn.com/2000/US/02/16/energy.oil.02/index.html
http://www.doe.gov/news/releases00/febpr/pr00033.htm
http://cnn.com/2000/US/02/16/oil2_16.a.tm/

EDITOR'S NOTE:
OPEC
Bill Richardson
Paul Cellucci
strategic oil reserves

YOUR DAILY DESK

Science Desk : Internet Bots

1. What role do virtual robots (bots) play on the Internet today? How do they work? Why are they necessary? How do researchers at MIT believe bots will change in the future? What kind of bot are they currently developing?

2. What kind of technology do you think will be involved in developing a bot that could "learn" your personality? Which tasks do you think a bot could perform for you to make your time use more effective and life less stressful? Do you think having bots as personal assistants will create "learned helplessness," a situation where, because someone will do something for you, you forget how to do it yourself?

3. If MIT successfully develops a prototype bot capable of adapting to our individual wants and needs, the second or third generation of that prototype could significantly impact our everyday lives. Set in a future world where TV, computer and telephone technologies have all converged into one Internet-delivered platform, have your students write short stories that reflect their vision of the future bot/human relationship. Their short stories should include:
   - A description of the daily tasks bots perform to help humans
   - A description of the outward appearance of the bot. NOTE: this should not look like a computer or TV
   - An example of how the bot "learns" and anticipates the needs and wants of humans.

   Have students take turns reading their stories to the class. Discuss similarities and differences in the ways bots were used, and tie their ideas back into the bot research in the news story.

LINKS:
http://www.botspot.com/
http://botspot.com/news/000121palmvii.htm
http://www.bottechnology.com/
http://www.bottechnology.com/latest_articles/article13.htm

EDITOR'S NOTE:
bots
software programs
search engines

WORLDVIEW

Inside Asia : Japan Earthquakes

1. Do you remember the Kobe earthquake of 1995? Why is it a significant earthquake? Is all the damage from the '95 quake now repaired? Explain. What is Japan's government doing to prepare for a future quake?

2. Why was Kobe so unprepared when Japan is the site of so many earthquakes? In what ways did this disaster help Japan to prepare for future quakes in any part of the country? What are some of the new construction devices used to prevent earthquake destruction, and how do they work?

3. Why are so many devices known to prevent earthquake damage not employed? What has the Japanese government done to create incentives for companies and builders to use anti-earthquake devices? Which do you think would cost less: using technology to reduce earthquake damage, or rebuilding after earthquake devastation? Explain.

4. How has the earthquake changed the face of the new Kobe as the city is rebuilt? What besides building and urban planning is being changed to reduce the disaster if Kobe is hit with another

quake? Have citizens been hard to convince to become more educated about earthquakes and disaster relief? Explain. What is the fear if citizens choose to forget the past devastation?

5. Ask students: What major earthquakes occurred in 1999? In what ways were citizens in these areas prepared or not prepared, and how could the areas have reduced the damages caused by quakes? Have students look for articles on these areas and learn how the reconstruction is going. What factors can slow the rebuilding of earthquake-devasted areas? How can they rebuild to bolster their defenses against earthquakes? Discuss.

6. Have students use the websites listed below to learn more about the causes of earthquakes. Have them learn whether or not they are in an area likely to be hit by earthquakes. If they are, what provisions do they know of to be in place in their community in case of an earthquake? If they are not, have them brainstorm ways in which they might help others caught in an earthquake, or help themselves if there were visiting an area suddenly struck by an earthquake.

7. Divide students into small groups and have each group report on a major, recent earthquake (within the past five years). Have them compare and contrast the damage caused and consider what each region did for both emergency relief and for rebuilding. What factors seem to determine how well each area responded to its crisis and how well it could rebuild? Have students determine which factors they feel are the most important in surviving an earthquake.

LINKS:
http://www.eqe.com/publications/kobe/kobe.htm
http://www.ps2.com/irc/kobe.htm
http://www.nando.net/newsroom/jsources.html
http://www.eqe.com/publications/lomaprie/lomaprie.htm
http://www.geo.ed.ac.uk/quakes/schools.html
http://wwwneic.cr.usgs.gov/current_seismicity.shtml
http://www.sfmuseum.org/1906/06.html

EDITOR'S NOTE:
magnitude
seismic
tremor
lateral earthquake motion
prefabricated
dampers
base isolators
recession

NEWSROOM CHRONICLE

Student Bureau : Drugs: Perceptions, Realities (Part III)

1. Who is Allison Zito? How does she use her experience to spread an anti-drug message? What kinds of drugs did she use? When did she start abusing alcohol? Although her case is extreme, what similar facts does a recent government survey reveal about teens and drug abuse?

2. According to Allison, why did she begin taking drugs? How did drugs become "like food" for her? How did her drug use change her personality and her very existence? What saved Allison's life?

3. What is "addiction"? Have students work in groups to research the biology and psychology behind addiction and share their findings in class. Ask an addiction specialist or counselor to address the

class on addiction and its impact on the body and mind.

4. Refer students back to the video, and ask them to consider the reasons why Allison's fight to free herself from drugs has been such a difficult one. Have students consider this quote from the National Institute on Drug Abuse on combatting addiction, "Psychological stress from work or family problems, social cues (such as meeting individuals from one's drug-using past), or the environment (such as encountering streets, objects, or even smells associated with drug use) can interact with biological factors to hinder attainment of sustained abstinence and make relapse more likely." Then ask student to put himself/ herself in Allison's place and write a journal entry discussing the challenges he/she faces in overcoming drug addiction. Why do they think that Allison says her addiction, "is something that I have to face everyday"?

LINKS:
http://www.nida.nih.gov/PODAT/PODATindex.html
http://www.nida.nih.gov/OtherResources.html
http://www.athealth.com/FPN_3_12.html
http://www.kid-z-tuff.com/EOD/tcoy/notodrugs/addiction/what.html
http://www.yorkmiddle.esu6.k12.ne.us/types_of_controlled_drugs.html

EDITOR'S NOTE:
addiction
sobriety
dysfunctional
drug treatment centers

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 18, 2000

Teachers: Today's program is not closed-captioned.
We apologize for any inconvenience.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:50... 01:50

TODAY'S NEWS ... 00:40... 02:30
Top Story ... 02:15... 04:45
NEAR gives scientists new data about the asteroid Eros.

YOUR DAILY DESK ... 00:30... 05:15
Editor's Desk ... 03:10... 08:25
A museum exhibit displays the style behind modern music.

WORLDVIEW ... 00:20... 08:45
Culture Watch ... 04:25... 13:10
Places in which Jesus lived and healed are considered "holy" by many.

Inside North America ... 05:35... 18:45
Norman Rockwell's paintings tour the U.S.

Turner Website Information ... 00:50... 19:35
Information on the CNN NEWSROOM Daily Guide

NEWSROOM CHRONICLE ... 00:50... 20:25
Student Bureau ... 04:15... 24:40
CNN's Student Bureau chronicles a day in the life of a young McCain campaign volunteer.

Look Ahead ... 00:30... 25:10
Look for Democracy in America every Tuesday on CNN NEWSROOM.

Our World ... 02:00... 27:10
Meet a minister who has a unique way of preaching to kids.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Asteroid Rendezvous

1. What is an asteroid? What is NEAR? Describe the mission of this spacecraft. Why are scientists elated over its mission so far?

2. What kinds of "diverse features" are visible on Eros? How did the asteroid become so heavily cratered? What have scientists learned about the minerals on Eros? What are the mysterious bright spots?

3. Data and images collected by NEAR show signs of geological layering, suggesting that Eros might have been part of a larger body. Direct students to conduct research to learn more about asteroids and share their findings. In class discussion, challenge students to offer their ideas on the origin of Eros, based on what they have learned.

LINKS:
http://cnn.com/2000/TECH/space/02/17/eros.02/index.html
http://www.nasa.gov/
http://www.nasa.gov/today/index.html

EDITOR'S NOTE:
craters
NEAR
asteroid
infrared

YOUR DAILY DESK

Editor's Desk : Rock Style

1. Who is included in the Metropolitan Museum of Art's Rock Style exhibition? Why do you think that these specific performers were chosen? Who else would you include? Why?

2. Why do you think that one's of the world's great art museums would choose to exhibit outfits worn by rock stars? Why do you think that Tommy Hilfiger would be one of the sponsors of the exhibition? Do you think that it is as relevant and appropriate to exhibit rock stars' clothes in an art museum as it is to exhibit the works of great artists? Why or why not?

3. Ask students to choose one of the musicians mentioned in the editor's desk: Liberace, Elvis Presley, Kiss, Mick Jagger, the Beatles, Elton John, Devo, Bruce Springsteen, Prince, Puffy Coombs, or Madonna. Have them research the style of their clothes and their music, and compare and contrast the ways in which their clothes fit their music and the personality they try to convey to their fans. Instruct students to draw conclusions and explain whether or not they think that the style is ultimately successful.

LINKS:
http://www.metmuseum.org/special/se_event.asp?OccurrenceId={390226CE-80DE-11D3-9367-0090278
http://www.metmuseum.org/news/newspressrelease.asp?PressReleaseId={CCCA3C9A-C358-11D3-936E
http://www.missioncreep.com/mw/liberace.html
http://www.eltonfan.com/
http://www.sunspot.net/news/special/elvis/links/index.shtml

EDITOR'S NOTE:
Metropolitan Museum of Art
curator
frocks

WORLDVIEW

Culture Watch : Spaces and Places

1. What is the focus of this story? Why do so many people travel to these places? What events are said to have happened on these sites?

2. Using a map of the Middle East, locate Galilee, Capernaum, Bethsaida, Jerusalem, the Jordan River, and Bethlehem. What, if anything, do these places mean to you? If they hold significance, why? If they do not, why not?

3. Even some of those who believe in a Christian or Jewish theology warn of placing too much emphasis on particular regions of the world. What is their viewpoint? If they do not think the region should be revered, why do you think that they have journeyed there? How do they seem to define "holy"? How do you define "holy"? Do you think that it would be meaningful or important to go to places that you consider to be holy? Why or why not?

4. Many cultures have places that they consider to be "holy." Have students do some research on places that people such as American Indians, Buddhists, Muslims, or other communities of belief consider to be sacred. What makes these places sacred to the groups? What traits do they have in common with places that Christians and Jews consider to be sacred?

5. Do you think that it changes people when they take pilgrimages to places that they believe to be holy? Explain. Do you have special places in the area in which you live that you consider to be special, set apart? If so, what do they do for you when you spend time there? How important do you think it is for people to have places that they hold apart as sacred in some way?

6. Have students write short essays on places that they hold as sacred or holy. They can be regions considered holy by their community of belief or places that are special to them. Direct students to explain what it is about these places that sets them apart from other places in the world.

LINKS:
http://www.crossingworlds.com/
http://www.mysteriousplaces.com/
http://www.spirittravel.com/
http://www.accessmc.com/turab/christ/introd.htm
http://www.christusrex.org/www2/liberation/

Inside North America : Rockwell Exhibit

1. Who was Norman Rockwell? Why is he important in both American history and American art history? Do you think that the title of his exhibition, "Pictures for the American People" is appropriate? Why or why not?

2. Were you familiar with Norman Rockwell paintings prior to this story? If so, which ones stay in your memory, and why? If not, how do his paintings strike you, and why do you think that they are memorable to so many Americans?

3. Why do you think that Rockwell would use an actual diaper pin, sand, and whiskers in paintings?

What is realism? Do you think that Norman Rockwell was a realist? Defend your position.

4. What is the Saturday Evening Post? Why do you think it chose to exhibit Rockwell's paintings on 322 covers? Do Rockwell and the Saturday Evening Post seem to have anything in common? If so, what?

5. Have students find examples of Rockwell's paintings on the websites listed below. Ask them each to choose one and critique it in terms of subject, color, painting techniques, and attitude. What makes the painting distinctly American? Ask each student to present his or her painting choice; then compare each student's findings to see if common traits can be found among the paintings.

LINKS:
http://www.nrm.org/home.html
http://www.normanrockwellvt.com/
http://www.paonline.com/zaikoski/rockwell.htm
http://www.satevepost.org/

EDITOR'S NOTE:
pilgrims
graven imagery
Holy Land
grotto
documentation
Norman Rockwell
Saturday Evening Post

NEWSROOM CHRONICLE

Student Bureau : Campaign Volunteer

1. Who is Karl Frisch? What role does he play in the McCain campaign? What are some of the jobs he takes on in this role? Why do you think Karl works for John McCain? Do you think Karl enjoys what he does? Explain.

2. What are the challenges and rewards of working in a political campaign? Divide the class into groups. Direct each group to interview a person who has volunteered to be part of a political campaign, past or present. Students will want to learn more about the day-to-day experience this volunteer had, as well as the outcome of the election and what the volunteer gained from the experience. Share group interviews. Discuss why people volunteer to work for candidates and what can be learned from the experience.

3. Generate a class discussion focusing on the meaning of the term "grassroots." Politically speaking, what does this word mean? Discuss how what Karl does would be described as grassroots. Have students work in groups to search the Internet and other resources for examples of grassroots political activism and share their findings. Point out the broad range and variety of grassroots efforts that attempt to make their mark on the political process. Why is grassroots activism critical to a democratic system?

LINKS:
http://www.mccain2000.com/
http://www.dscc.org/2000revised/getinvolved.htm
http://politicalresources.com/web-link-pgs/campaignsonline/campaigns-online-bot.htm
http://politicalinformation.com/

Our World : Skating for Salvation

1. Who is Ryan Delamater? How is he different from other clergy you may know? What does he call his Tuesday night youth meetings? Why does he feel it is natural for him to minister to young people?

2. How do the owners of Skate Street help Pastor Ryan in his mission? According to the co-owner of Skate Street, why is Pastor Ryan's mission effective? What does Pastor Ryan believe is the most important thing kids should take from his ministry?

3. There are many different approaches to passing religious beliefs onto youth. Ask your students who have attended different youth ministry events to describe the most effective ones. Do students think their generation is more or less spiritual than that of their parents? What factors do they think are responsible for either trend? Discuss.

LINKS:
http://home.earthlink.net/~mattdirks/toolbox/toolbox.html
http://www.pastor2youth.com/
http://www.antiochian.org/Youth/index.htm

EDITOR'S NOTE:
John McCain
campaign
minister
integrity

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 21, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 03:15... 05:35
George W. Bush wins in South Carolina.

In the Headlines: Iranian Elections ... 02:45... 08:20
Voters overwhelmingly ask for less strict social controls.

YOUR DAILY DESK ... 00:45... 09:05
Environment Desk ... 02:25... 11:30
Many shifts are predicted as the U.S. population doubles between 2000 AND 2100.

WORLDVIEW ... 00:40... 12:10
Around the World ... 04:45... 16:55
We must take better care of our greatest resource, the oceans.

Check It Out: Bio-Confetti ... 03:50... 20:45
A French company has developed an effective way to clean environmental oil spills.

NEWSROOM CHRONICLE ... 00:30... 21:15
Black History Month: Beauty Standards ... 06:15... 27:30
Media negligence in portraying African American beauty may have helped their self esteem.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: South Carolina Primary

1. When were the South Carolina primaries held, and what were the results? How did George W. Bush and John McCain each respond to the results?

2. George W. Bush says that his message is "conservative and compassionate" and that he is "a

reformer." What do these terms mean to you? Do you think that Mr. Bush has proven that he stands for these things? Explain.

3. What is negative advertising? Why do you think that Mr. McCain has stated that he will "keep fighting fair and...keep fighting the battle of ideas"? What is the battle of ideas between the two front-runner Republican candidates?

4. Where does the campaign move to next? In what ways do you think that campaign strategies might differ from South Carolina to Michigan?

5. The news story states that Mr. McCain "faced an unrelenting negative assault in the final days of the campaign" in South Carolina. Direct students to websites and other sources in which they can find the details reported on Mr. Bush's negative campaign advertising. Ask students to consider whether or not they believe these strategies were indeed "negative" or unfair. Depending on their answers, have them defend the strategies or explain why they are unfair and how they feel Mr. McCain should respond.

6. Ask students to visit the official campaign websites of both candidates and compare and contrast what they say about each other and about the issues. Based on what students learn, have them choose whom they feel is the better candidate and write essays explaining why they would prefer that choice to represent the Republican Party in the presidential election.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/02/19/campaign.polls/
http://www.cnn.com/2000/ALLPOLITICS/stories/02/19/campaign.wrap/index.html
http://www.george-w-bush.com/
http://www.mccain2000.com/

In the Headlines: Iranian Elections : In the Headlines: Iranian Elections

1. What are citizens casting their votes for in Iran? What percentage of the population turned out to vote? Which age group is specifically hoping for reforms? How much of the population do they represent?

2. What, besides social issues, is a major task facing the government? How much of the Iranian population is unemployed? Of those who have jobs, why do they have a hard time financing any luxuries for their families? What has President Khatami proposed to improve the economy? In what ways might changing from a government-controlled economy to a privatised one improve the economy?

3. Direct students to suggested websites and other resources in which they can find out more about Iranian politics and relationships with the rest of the world. Organize students into small groups and have each pick a topic that will be affected by the outcome of the election: Iran's economy, the observance of Islamic laws, employment opportunities, women's rights, or international relations. Have each group share its findings with the class, including their opinions on how each topic will be affected by the election.

LINKS:
http://www.cnn.com/2000/WORLD/meast/02/20/iran.elections.03/index.html
http://www.cnn.com/resources/newsmakers/world/middle.east/khatami.html
http://www.asiasource.org/news/at_mp_02.cfm?newsid=12511
http://dailynews.yahoo.com/h/ap/20000220/wl/us_iran_2.html
http://www.hrw.org/press/2000/02/iran0215.htm

EDITOR'S NOTE:
negative advertising
concession speech
Islamic laws
parliament
Khatani

YOUR DAILY DESK

Environment Desk : Population 2100

1. What will happen to the U.S. population between now and the year 2100? What are the causes of this dramatic increase mentioned in the story? As the overall population grows, what changes are predicted to take place in the ethnic composition of the U.S.? How will the age breakdown of U.S. citizens change?

2. According to the story, what societal changes may be necessitated by continued population growth? As cities become more crowded, what changes do you think will be made in the areas of transportation and housing? How might the quality of life in a more populous U.S. improve or decline?

3. Collecting accurate, current data is extremely important to scientists. Of equal importance is how clear and useable that numerical data is visually represented. Have your students do further research on U.S. population growth using the websites below and other current data sources. Then, have them choose two areas affected by U.S. population growth (for which there is ample data) and represent each area in two or more of the following ways:
   - line graph
   - bar graph
   - pictograph
   - pie chart

   Discuss: Do certain representations of data seem to fit certain topics better than others? Which of the four ways above do you think shows the data the clearest? Is the easiest to read? Which method do you think would work best for the data presented in the story?

LINKS:
http://www.census.gov/ipc/www/idbprint.html
http://www.npg.org/facts/us_pop_projections.htm
http://www.census.gov/population/www/projections/popproj.html
http://www.census.gov/population/www/coop/estimates.html

EDITOR'S NOTE:
Census Bureau
immigrants
Baby Boomers

WORLDVIEW

Around the World : Oceans

1. Why does Bob Ballard say that most of our world still remains unexplored? Do you tend to think of the oceans as places to explore? Why or why not? Why might it be important to learn more about

the terrain and contents of three-quarters of the world?

2. What are the two large-scale problems affecting the oceans, according to the story? What do you think can be done to better regulate these problems? What do you think could happen if we leave these changes to the oceans unchecked?

3. Ask your students to learn more about the field of oceanography and careers by reviewing listed websites or other resources. Have each student pick a topic such as a famous oceanographer, a particular ocean issue of concern, new research, a marine career, or an ocean expedition on which to report. Have students present their findings to the class so that all become more aware of marine sciences.

LINKS:
http://oceanlink.island.net/
http://www.odysseyexpeditions.org/oceanography.htm
http://www.ovi.ca/
http://www.cousteausociety.org/
http://www.cnn.com/WORLD/9706/25/cousteau.obit/index.html
http://www.tsha.utexas.edu/handbook/online/articles/view/EE/few3.html

Check It Out: Bio-Confetti : Check It Out: Bio-Confetti

1. Where is Brittany? Locate it on a map. What was the *Erika*? How much damage did its destruction cause? What is bio-confetti? Why do you think that oil industry representatives did not show much enthusiasm for it?

2. How does the bio-confetti work? Why do you think that the formula is a heavily guarded secret? Does this make you uncomfortable about using the product for a major cleanup? Why or why not?

3. Previous to seeing this story, had you heard about the sinking of the *Erika* in early January? Do you think that this is a significant news story? Why or why not? Why do you think that there was not top news coverage of this event?

4. Ask students to research other oil spills that have occurred in the past 15 years and the amount of damage sustained by these disasters. Also have them look for information about methods of cleanup. Based on their findings, have students argue for or against implementing the bio-confetti off the coast of Brittany immediately.

LINKS:
http://www.nandotimes.com/24hour/modbee/healthscience/story/0%2C1655%2C500148910-500180782-
http://www.api.org/oilspills/
http://www.etcentre.org/cgi-win/Tanker_cgi.exe?Path=\Website\river\
http://www.globalspill.com.au/
http://www.exxonvaldez.org/

EDITOR'S NOTE:
expeditions
Brittany
the *Erika*
bio-confetti
centrifuge
crude oil
refinery

NEWSROOM CHRONICLE

Black History Month: Beauty Standards : Black History Month: Beauty Standards

1. What female body image has the media portrayed as ideal? How has that affected many white females? How has it affected African American females? Which do you think is better: to have an unrealistic body image to covet, or to be ignored and come up with your own ideal of a body image? Explain.

2. What is an anthropologist? Why would such a scientist be studying body images of teenagers?

3. Have you noticed that some white women try to curl or braid their straight hair and some African American women try to straighten and lighten theirs? What do you think makes each group try to reverse its appearance? Does each group's reasons differ? Explain your answers.

4. The women in the news story indicated that African American women are naturally more heavy than white women, and that this body type needs to be given its own respect and notice of beauty. Given that North American models weigh 23 percent less than the average female weighs according to the National Eating Disorder Organization, do you think that perhaps white women's natural body types are also heavier than the media portrayals? Do you find those media portrayals attractive? Why or why not?

5. What standards of beauty are found in your community and school? Do you agree with them? Explain. How many students actually fit into those standards? Can you think of standards that allow all students to feel good about themselves? If so, what might these include?

6. One of the women interviewed says, "I think that a lot of fashion is perceived as reality rather than entertainment." What does this quote mean? Do you agree or disagree? Explain. Why do some people view unrealistic storylines and fashion models as though they are everyday reality? Do you know anyone who views these images as entertainment only and does not expect people to be like what they see in the media? Characterize these people.

7. Have students make a list of African American models and entertainers whom they admire. Ask them to write down the ways in which these people portray their bodies. Are these images ones that students would feel comfortable imitating? Why or why not? Challenge students to draft a letter to one of these celebrities in which they explain their reasons for admiring the way in which they portray themselves or their concerns that the star is not being true to his/her natural heritage.

LINKS:
http://www.instyle-tv.com/
http://www.african-pride.com/
http://interact.uoregon.edu/MediaLit/FA/MLhealth.html

EDITOR'S NOTE:
eurocentric
genetic make-up
anthropologists

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 22, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:20... 01:50
Top Story ... 03:45... 05:35
Democratic candidates Al Gore and Bill Bradley argue U.S. issues in debates last night.

More Top News: Republican Primaries ... 01:20... 06:55
George W. Bush, John McCain and Alan Keyes enter a new round of primaries.

IN THE HEADLINES: SHUTTLE MISSION ... 02:00... 08:55
The Endeavor mission will bring back the most accurate and comprehensive maps of the world.

YOUR DAILY DESK ... 00:20... 09:15
Health Desk ... 01:40... 10:55
New studies recommend giving young children flu shots, once reserved for the elderly.

WORLDVIEW ... 00:30... 11:25
Top of the World ... 03:20... 14:45
A peace accord has not prevented ongoing war in the Democratic Republic of Congo.

Inside Europe ... 03:30... 18:15
Rebuilding Kosovo after the war is an enormous task.

Artistry in Action: India Blind Theatre ... 02:30... 20:45
A theater in India gives blind people a platform for their message.

NEWSROOM CHRONICLE ... 00:50... 21:35
Democracy in America: Campaigning ... 04:00... 25:35
CNN NEWSROOM's Andy Jordan examines a crucial component of the political process, campaigning.

Extra: Ranking Presidents ... 00:55... 26:30
C-Span rates the presidents; Abraham Lincoln comes out the best.

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democratic Presidential Debates

1. Who met to debate the nation's issues last night? Where did they meet? In what ways is this meeting place significant?

2. What was a top issue they discussed? What is racial profiling? Did the candidates differ in their positions? How did they treat one another? Were you impressed with their demeanor? Why or why not?

3. Based on the news story and on other news you have seen regarding the New York debate, who won, in your opinion? Defend your position with specific reasons. Do you think that debates must be about winners and losers, or are they more important for the information they give to viewers? What kind of information, besides that which they speak, does media coverage give voters about candidates? Explain.

4. CNN's website "All Politics" has a scorecard that allows web users to rate the candidates according to specific issues. Using that page as a model, have the students rank the candidates on these qualities:
   - Public presentation
   - Command and understanding of the issues
   - Presidential image
   - Fair responses
   - Cares about people like me
   - Likeable
   - Leadership qualities
   - Inspiring
   - Good role model

   Instruct them to use numbers one through five, with five being the best ranking, on each of the qualities for each candidate. Tabulate the results and ask students to use examples in explaining their "grades" on Al Gore and Bill Bradley.

LINKS:
http://cnn.com/ALLPOLITICS/
http://cnn.com/2000/ALLPOLITICS/stories/02/21/ny.scorecard/index.html
http://dailynews.yahoo.com/h/nm/20000221/ts/campaign_democrats_3.html
http://www.publicagenda.org/

More Top News: Republican Primaries : More Top News: Republican Primaries

1. Where are the next Republican presidential primaries taking place? Why are these of great significance?

2. How do you react to George W. Bush's statement that he can "smell the sweet scent of victory"? Do you interpret it as a positive attitude, or do you think that he is trying to gloat? Explain your answer.

3. Using the chart activity for the Top Story on Al Gore and Bill Bradley, ask students to now rate Mr. Bush and John McCain. Tabulate the results and discuss them in class.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/02/21/gop.wrap/index.html
http://dailynews.yahoo.com/h/ap/20000221/ts/republicans_169.html

IN THE HEADLINES: SHUTTLE MISSION : IN THE HEADLINES: SHUTTLE MISSION

1. What was the mission of the Endeavor shuttle? What did the crew need to do in order to accomplish their mission? What results are expected from this project?

2. What groups expect to benefit the most from the information gathered by the Endeavor? How do you think that scientists will use the maps? How do you think that the Pentagon will use them? In what ways might the uses of these groups create helpful benefits for the general population?

3. If you were one of the astronauts in the Endeavor, how would you feel if you were informed that the top two landing sites could not be used, and as a result, you would be landing at a missile range that had been used to land a shuttle only once, 18 years ago? Explain your thoughts.

4. Ask students to learn more about NASA's many space shuttle missions to discover what other new information has been uncovered by the missions. Hold a discussion in which you consider whether or not the space program is an important part of the U.S. government's budget.

LINKS:
http://www.cnn.com/2000/TECH/space/02/21/shuttle.03/index.html
http://www.jpl.nasa.gov/srtm/
http://www.dfd.dlr.de/srtm/html/newtoday_en.htm
http://spaceflight.nasa.gov/history/index.html

EDITOR'S NOTE:
racial profiling
Apollo Theater
radar mapping
jettison
topographical map

YOUR DAILY DESK

Health Desk : Kids and the Flu

1. Why does Dr. Neuzil give her three children flu shots every fall? Why do you think that current health recommendations do not advise giving healthy children flu vaccines?

2. What is the New England Journal of Medicine? What findings of Dr. Neuzil's were published in it? Does her research, along with the prestige of the journal, convince you that children should receive flu shots? Explain. Would you like to receive a flu shot? Why or why not?

3. If you were a parent who just read the research of Dr. Neuzil would you choose to vaccinate your young children? Why or why not? If not, what further evidence would it take to convince you to vaccinate?

4. Invite an employee of a community health service or a physician in to explain the differences between a cold and a flu. Ask students to formulate questions to ask ahead of time, such as:
   - Can you tell the difference when you are experiencing one of these illnesses?
   - Do you treat one differently from the other to feel better while your body fights it off? If yes, how?
   - What do you think about vaccinating children against the flu, given Dr. Neuzil's findings?

   Students can also explore the listed websites to learn more about the illnesses and prevention. As a class, write down what you think are the most important things to know about the flu, and revise it

to be an important health alert that can be broadcast during your school's morning announcements.

LINKS:
http://www.nejm.org/content/2000/0342/0004/0225.asp
http://www.fda.gov/opacom/lowlit/clds&flu.html
http://www.opendoor.com/IEHealth/Flu01.html
http://www.niaid.nih.gov/publications/cold/sick.htm
http://www.uhs.berkeley.edu/Students/HealthPromotion/coldflu.html

EDITOR'S NOTE:
vaccine
New England Journal of Medicine
side effects
influenza

WORLDVIEW

Top of the World : Democratic Republic Congo

1. Who was Mobutu Sese Seko? What did he name the Congo? Describe his regime. Why did Western countries not try to prevent his reign of terror? On which country and people did he primarily aim his attacks, and what were the results?

2. Who is Laurent Kabila? What did he rename Zaire? Why have his reform promises not succeeded? What is the present state of the Democratic Republic of Congo? Why do you think that the peace accord has failed?

3. President Clinton has recently requested that Congress help pay for a UN-led peace-monitoring mission in the Democratic Republic of Congo. Do you think that this will be enough to end the fighting in the region? Why or why not? If not, what do you think it will take?

4. Direct students to learn more about UN peacekeeping missions on the first website listed below. Also ask them to learn more about events in the Democratic Republic of Congo. Then have each play the role of a congressional representative responding by letter to President Clinton, explaining why he/she has decided to support or oppose the president's request.

LINKS:
http://www.un.org/Depts/dpko/
http://dailynews.yahoo.com/h/nm/20000217/ts/clinton_africa_1.html
http://www.pathfinder.com/time/europe/magazine/2000/221/congo.html
http://www.caa.org.au/world/africa/zaire/index.html
http://www.cnn.com/WORLD/9704/zaire.focus/

Inside Europe : Kosovo Reconstruction

1. Why is it critical to provide Kosovars housing at this time of year? Why has this goal been so hard to achieve? Does the family highlighted in the news feature feel glad to be home, or do they prefer to be in America? Explain.

2. What, besides housing, is critical to rebuild immediately? Which do you think should have priority - housing or industries? Why? Depending on your choice, explain how rebuilding one can help people to rebuild the other.

3. Ask students to look at websites or other sources about recent events in Kosovo. Based on what they learn, ask them to predict what will happen in Kosovo in the next six months, considering questions such as the following:
   - How will reconstruction progress?
   - Will the remaining Serbs and the ethnic Albanians learn to live in harmony?
   - Will the KFOR help or hinder the peace process? Explain.

   Direct students to write their predictions in a short essay format, using the tools of logical argument to support their opinion.

LINKS:
http://www.itn.co.uk/World/world20000217/021703w.htm
http://www.kforonline.com/
http://www.washingtonpost.com/wp-srv/WPlate/2000-02/17/235l-021700-idx.html
http://www.osce.org/kosovo/

Artistry in Action: India Blind Theatre : Artistry in Action: India Blind Theatre

1. What makes the play featured in the news story unusual? What makes it difficult for the actors to rehearse and know where to be on stage? What have they used to facilitate their rehearsals?

2. Why have these blind people chosen to perform on stage, even though they do not make much money at it? Would you want to attend such a performance? Why or why not?

3. Of which other blind performers are you aware? Do you think that their visual impairments have any bearing on their fame or popularity? Explain. What kinds of difficulties would they have to overcome?

4. Ask students to experience for a few moments the challenges that a blind person must overcome. Doing something that they are good at - writing, keyboarding, guitar playing, etc. - have them close their eyes and do the same task without benefit of sight. Ask students to discuss the experience in class, recognizing the challenges and the rewards.

LINKS:
http://www.hr/darko/etf/blind.html
http://www.raycharles.com/toc.htm
http://www.andrea.bocelli.it/
http://www.insoul.com/stevie/

EDITOR'S NOTE:
Mobutu Sese Seko
Zaire
Democratic Republic of Congo
Tutsi
genocide
Serbs
Kosovo
reconstruction

NEWSROOM CHRONICLE

Democracy in America: Campaigning : Democracy in America: Campaigning

1. What is a political strategist? Why does political strategist Ron Fennel believe that John McCain "has the most unique campaign"? According to the video, how does the campaigning style of Mr. McCain compare to that of George W. Bush? What is the downside of having a "highly crafted" and expensive message? What do you think are the positives of this approach?

2. What is the mantra of political strategists? Explain how the "Four M's"---the media, the message, money and the masses---each play an important role in a political campaign. Does a healthy flow of funding guarantee a candidate success? Explain. What recent presidential candidates have been unsuccessful in spite of their cash? How is the "issue-oriented" campaign bringing political strategists and their masses into campaigns?

3. In the video, as well as throughout this election year, we hear the word "spin." Generate a class discussion about the political meaning of this term. Why do candidates and their strategists often put their spin on events, such as debates? Challenge students to search recent media resources to find examples of political spin. Share student examples and discuss why one candidate's take on an issue or event often differs substantially from that of his/her opponent's. How is spin part of the "message"?

4. Challenge your students to engage in political strategy. Divide the class into groups. Assign each group the task of "creating" an "ideal" presidential candidate. Group members should use their talents and knowledge of the issues to create a candidate whose positions and presidential image would appeal to the greatest number of voters. (Remind groups that the object here is for the candidate to *win votes*.) Have each group create a campaign ad, poster, or "live" interview with the candidate. After each group presents its ideas, discuss what students learned from the experience. Have each student write an essay in response to the question: Does the American political process suffer or benefit as a result of the emphasis on political strategy?

LINKS:
http://cnn.com/ALLPOLITICS/
http://www.maxwell.syr.edu/maxpages/students/jsjosefs/313sites.html
http://www.georgewbush.com/
http://www.billbradley.com/
http://algore2000.com/
http://www.mccain2000.com/

EDITOR'S NOTE:
campaign strategist
"issue-oriented"

CNN NEWSROOM CLOSE

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February 23, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 07:05... 09:25
- John McCain wins the latest Republican presidential primaries.
- The Republican candidates battle next for major primary wins in numerous states by March 7.

YOUR DAILY DESK ... 00:45... 10:10
Business Desk ... 05:00... 15:10
A young female entrepreneur finds success in the dog-eat-dog business world.

WORLDVIEW ... 00:50... 16:00
Inside North America ... 08:05... 24:05
Technology has radically changed the occupation outlook.

NEWSROOM CHRONICLE ... 00:45... 24:50
Black History: Lady Liberty ... 02:40... 27:30
Was the Statue of Liberty intended as a symbol of abolitionism?

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: Tuesday's Primaries

1. Which primaries did John McCain win last night? Why was this considered something of an upset? What was unusual about the voter turnout in Michigan for the Republican primary? Which groups

of voters tended to cast their ballot for Mr. McCain? Which group preferred George W. Bush?

2. What is an open primary? Which do you think is a better method of conducting primaries: the use of open or closed primaries? Explain your answer.

3. Which big contests face Republican candidates next week? What are their hopes, expectations, and strategies for making the most of the contests? How do you assess their strategies? Would you do anything different? If yes, what? If no, why not?

4. Instruct students to read more about the campaign strategies of the major candidates in both parties. Ask them to list what they think are fair and unfair strategies of these candidates. In class discuss the values and dangers of both positive and negative campaigning.

5. Ask students to examine the surveys tabulated in the exit polls from Michigan and Arizona. (These are the last two sites listed.) Ask them to write a character analysis of each candidate based on *how the general public* sees each man. Ask them to complete their essay by responding to the following questions: Do you think that these public perceptions are accurate? Why or why not? Use evidence to support your opinions.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/02/22/gop.wrap/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/02/22/michigan2_22.a.tm/
http://www.cnn.com/ELECTION/2000/primaries/AZ/poll.rep.html
http://www.cnn.com/ELECTION/2000/primaries/MI/poll.rep.html

EDITOR'S NOTE:
exit polls
open primary
closed primary
nomination

YOUR DAILY DESK

Business Desk : Patty's Pets

1. What does Patty Kerrigan do for a living? How did the business get its start? What part of the business brings in the most revenue? What does Patty read between stops? What has she done with her money? What is her goal? Do you think she will achieve this goal? Why or why not?

2. What is an entrepreneur? What drives this young entrepreneur to success? Based on what you have seen in the video, why do you think Patty Kerrigan has been so successful in her business?

3. Generate a class discussion about entrepreneurship and the conditions that make individual business ownership possible. Divide the class into small groups. Challenge each group to conduct research to determine the aspects of the American political and economic systems that promote entrepreneurism. Share group findings. Compare the American pro-entrepreneurial climate to that

of other political/economic systems. Why is is a free market economy the "warmest" climate for individual economic opportunity? Discuss.

4. Share with the class these statistics from Joline Godfrey, CEO of Independent Means:

   "Today the average age of a woman when she makes her first investment is 47; 2/3 of all working women do not have a pension, and approximately 90% of all women will have to take care of themselves financially at some point in their lives."

   How does this information underscore the importance of entrepreneurship for young women? Challenge your students, working in groups, to interview local female entrepreneurs to learn more about how they got their start and what advice they would offer other young entrepreneurs, especially young women. Have each group present its information. Discuss the personality traits these female entrepreneurs have in common, and why these women might be seen as role models to future business owners in your class.

LINKS:
http://www.entreworld.org/
http://www.EntreWorld.org/Content/Glossary.cfm?Keywords=entrepreneur&x=48&y=10
http://www.womenconnect.lycos.com/layout/Lycos/bizc_reg_content_splash.htm?NavTo=/BIZC/GRLEN

WORLDVIEW

Inside North America : Jobs in the New Millenium

1. What has humanity tried to accomplish through the ages with jobs? While this has brought about progress, in what ways has it backfired for individual workers? What are some jobs that have been nearly eliminated due to progress? What do you think has happened to people who lose their jobs due to technological advances?

2. What are some of the new technologies that have made work easier, but eliminated many manual labor jobs? Do you think that the people previously working on an assembly line might be asked to take over the new jobs of running machines that do their old jobs? Why or why not?

3. Do you know anyone who has worked in an occupation that has now been virtually eliminated? Explain. Have students interview their grandparents or other elders who can tell them about jobs such as assembly line work, coal mining, etc. Have them ask these people how technology has changed their work in both positive and negative ways. Based on the answers they receive, discuss with students what they can learn form the experiences of their elders in the workplace. Has the job market changed so much that the lessons of their elders no longer apply?

4. In past decades employees tried to stay at one company for many years, and even throughout their employment years. Now it is commonplace for employees to change companies every 3-5 years. What do you think has created this change in employee loyalty? Do you think technology has played a role? Explain.

5. The news story mentions major changes in recording and movie industries used by such stars as Ricky Martin and new filmmakers. Have you seen *The Blair Witch Project*? What did you think of

the film technology? Would you want to see the film *Traphix* by Scott Coffey and Nadia Connors? Do you think that a movie shot in a half hour can create the same effects on a viewer that a major production can evoke? Explain. Would you like to see more movies of this type? Why or why not?

6. Ask students: What kinds of skills do you think that employees need the most to earn good wages in today's workplace? Do you think that some valuable skills are being lost because they are no longer needed in the workplace? For those that answer "yes," request that they make a list and discuss the losses to society. For those answering "no," have them list some skills no longer needed in the workplace and explain why these are not necessary in daily living.

7. In what ways have new technologies changed students' "jobs" as a high school learners? Direct students to interview someone just 10+ years older than they are to find out how they did research for school projects and papers. Also have them ask how school classrooms were set up and the ways in which teachers interacted with students and ran the class. Have students compare the methods they use to the ones used by those they interviewed. Have them discuss the following questions: What technologies do you have available to make the work easier? Are there any pitfalls to using these technologies? If yes, what are they, and how can you overcome them? Ask students to make "Before and After 1990" charts that illustrate different ways of learning and the ways in which technology has affected learning.

8. Challenge each student to make a list of jobs that he or she thinks would be interesting. Direct the student to find information on these jobs - skills needed, availability of the job, average earnings, workplace setting, etc. Ask: Were these jobs available 15 years ago? If not, what developments have been created to make the job a reality? If yes, what new technologies have changed the job, and in what ways, if any? Then ask students to work from their lists to predict new kinds of jobs that may be available to them in five or more years. What current technologies do they expect to develop in order to make these new jobs possible? How do they believe they should prepare now to be capable of such future jobs?

   EXTENSION: Invite a job counselor into your class to discuss the changing workplace and ways in which to prepare for the workplace of 2005.

LINKS:
http://stats.bls.gov/ocohome.htm
http://www.doleta.gov/individ/careerex.htm
http://www.futurescan.com/links.html
http://cbweb9p.collegeboard.org/career/bin/career.pl
http://www.acinet.org/acinet/occ_sea1.htm
http://www.seemyad.com/gov/list.htm

EDITOR'S NOTE:
workplace anxiety
assembly line
digital camera
entrepreneur

NEWSROOM CHRONICLE

Black History: Lady Liberty : Black History: Lady Liberty

1. Who is Diane Dayson? What is her job? What was she told about the Statue of Liberty four years ago? What did she discover when she researched the information? Who was Edouard-Rene de Laboulaye?

2. How do you define the word "symbol"? Can an object symbolize more than one thing or idea? Give examples. If Lady Liberty was originally intended to represent emancipation from slavery, how do you think she came to represent freedom to immigrants? In what ways are the subjects similar? What does the statue represent to you?

3. What makes the idea that Liberty was constructed to honor freed slaves controversial? Do you think that the African American community would like Mr. Laboulaye's original ideas known? Challenge students to work in groups and devise an ad campaign to inform the public about the statue's initial objectives. Direct them to keep in mind the sensitivity of the issue; for example, they need to remember that millions of exhausted and poor, but brave immigrants have looked on her as their personal symbol on their way to Ellis Island. In their plan, they need to include:
   - a slogan
   - ad copy that they believe will be attractive to most Americans
   - timing for their campaign (and why they choose the particular time period)
   - discussion of backdrops and casting they would use for different kinds of ads, such as television, radio, and magazine ads

   Have each group present its ideas to the class. Discuss which ideas seem the most successful, and why. From the best ideas, have students create an informative piece that can be read during the school's morning announcements.

4. The news story states that there is not a monument nor memorial to those who suffered and died as slaves. Challenge students to design a memorial in honor of American slaves. Along with their design, ask them to include a paragraph about how they came upon their idea and what it represents.

LINKS:
http://xroads.virginia.edu/~CAP/LIBERTY/lady_frm.html
http://www.endex.com/gf/buildings/liberty/liberty.html
http://www.libertystatepark.com/statueof.htm

EDITOR'S NOTE:
Edouard-Rene de Laboulaye
abolitionist
emancipation
symbol

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 24, 2000

CNN NEWSROOM's celebration of Black History Month continues Monday, February 28 with two features, You Got the Blues, Baby! and Stepping Out.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 00:15... 01:55
Top Story ... 06:00... 07:55
-Presidential candidates hit the campaign trail across the U.S.
-The Bush-McCain race is grabbing voter interest.

YOUR DAILY DESK ... 00:45... 08:40
Science Desk ... 02:35... 11:15
Virtual reality is being used to prepare air traffic controllers for emergencies.

WORLDVIEW ... 00:30... 11:45
Political Front ... 02:30... 14:15
Chechnya shows a battered and broken face to the world.

Information Please ... 02:55... 17:10
A collection of Eiffel Tower memorabilia goes to auction.

Wild Kingdom ... 03:35... 20:45
Students learn about Amazon turtles and sustainable management.

NEWSROOM CHRONICLE ... 00:50... 21:35
Student Bureau ... 05:25... 27:00
The CNN Student Bureau takes a look at a program that helps teens beat drugs.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America: Election 2000

1. Who was the focus of John McCain's campaign efforts yesterday? Why do you think he is asking members of his own party to support him? Who does George W. Bush blame for his loss in the Michigan Primary, and why? Review the difference between an open and a closed primary. Why is

Mr. Bush predicting that he will do better in upcoming primaries?

2. Who are the Democratic candidates for president? Where was each campaigning yesterday? Why do you think that Al Gore highlighted his position on health care? Why does Bill Bradley want to give the poor computers?

3. According to the story by CNN's Bruce Morton, what other presidential contests have been exciting races? Which campaigns were defined by issues? By "moments"? Which campaigns does Mr. Morton define as "boring"? Do you agree or disagree with him? Explain.

4. The political pundits are citing the high voter turnouts in recent Republican primaries as a sign of voter enthusiasm. Challenge your students to gauge the enthusiasm of local voters.
   1. First, lead a class brainstorming session to generate a several survey questions that attempt to assess voter excitement (or boredom) over this campaign.
   2. Then assist the class in reviewing the questions to make sure that they are clear and unbiased.
   3. Divide the class into groups, and have each group survey voters from their families, or adults at a school function, or via the Internet.

   As a class, collate and analyze the data collected. Challenge students to make predictions on this race based on the level of local voter enthusiasm their survey has demonstrated.

LINKS:
http://cnn.com/ALLPOLITICS/
http://cnn.com/2000/ALLPOLITICS/stories/02/23/michigan2_22.b.tm/
http://cnn.com/2000/ALLPOLITICS/stories/02/23/campaign.wrap/index.html
http://cnn.com/2000/ALLPOLITICS/stories/02/23/turnout.ap/index.html
http://cnn.com/election/2000

EDITOR'S NOTE:
nomination
inclusive
open primary
landslide

YOUR DAILY DESK

Science Desk : Virtual Air Traffic

1. What is unique about the new air traffic control tower in San Francisco? What steps have been taken to insure the experience of working there is realistic? Who are the sponsors of the facility? What was the price tag attached? Who writes the software the facility uses? How is the information obtained there applied?

2. What specific setting can Future Flight Central simulate now? How will its capabilities expand in the near future? What kinds of situations require practice by the air traffic controllers? Do you think virtual reality simulations provide adequate training for real life emergencies? Explain.

3. Challenge your students to learn more about virtual reality simulations. Working in small groups, have students research one current use for virtual reality simulation technology from the following list:
   - Business
   - Architecture
   - Science
   - Medicine - Psychiatry

- Robotics
- Military
- Tools For The Handicapped
- Flight Simulators
- Art
- Entertainment
- Sports and Fitness

The first website below should give your students a healthy head start. Have groups share their information and for each use, discuss the answers to these questions:

1. In this application of virtual reality technology, how important is it to have a completely realistic virtual experience?
2. Do you think this application is realistic enough to produce responses from the participant similar to "the real thing?"
3. With limited development dollars available, what application of this technology do you think should be explored first? Why?

As culminating questions, ask: How does each of these uses compare with the one in the story? Are there any helpful uses you can think of that haven't been explored yet?

LINKS:
http://www.hitl.washington.edu/kb/virtual-worlds/EVE/index.html
http://info.cwru.edu/projects/mids409/fall97/vrm/home.html
http://www.hitl.washington.edu/projects/knowledge_base/research.html
http://www.cms.dmu.ac.uk/~cph/VR/whatisvr.html
http://www.hitl.washington.edu/kb/virtual-worlds/EVE/IV.Definitions.html

EDITOR'S NOTE:
virtual reality
F.A.A.

WORLDVIEW

Political Front : Chechnya Low Tech

1. What is the current face of Russian-occupied Grozny? What are the conditions of its citizens, as represented by the shoemaker? Why do you think that the story begins with men screwing on missile caps? In what ways is this scene significant to the story?

2. In each scene, that showing the Russian military and that showing the people of Chechnya, how is the situation projected: How does it make you feel? In what ways do the specific scenes, lighting, music, etc. contribute to the total effect? How do you think that Russians might portray the story of Russian-occupied Grozny? In what ways might their choice of scenes and examples differ? Would one story be more "true" than the other? Explain.

3. The situation in Chechnya has been compared to the "ethnic cleansing" that occurred last year in Kosovo. Direct students to information that explains how the world reacted and entered into that crisis. Have them compare it to the world response to Chechnya. Hold a class discussion in which students consider why the response has been so different in the two situations.

LINKS:
http://www.washingtonpost.com/wp-srv/WPlate/2000-02/22/078l-022200-idx.html
http://dailynews.yahoo.com/h/nm/20000221/ts/russia_chechnya_10.html
http://russianculture.about.com/culture/russianculture/library/weekly/aa092099.htm
http://www.cnn.com/SPECIALS/2000/kosovo/stories/present/situation.report/

http://dailynews.yahoo.com/h/ap/20000222/ts/kosovo.html
http://news.bbc.co.uk/hi/english/special_report/1998/kosovo/

Information Please : Eiffel Eyeful

1. What was recently auctioned in Paris? What makes the collection notable? What kinds of items were included in the collection? According to the story, what would Gustave Eiffel have thought of this auction?

2. Why was the Eiffel Tower constructed? Why do you think that French writer Guy de Maupassant called it "an unavoidable, excruciating nightmare"? What do you think of the Eiffel Tower as a symbol for France? To what other landmarks would you compare it? Do you think that it should have been torn down or left alone? Explain.

3. Why do you think that the Parisian couple chose to collect such unusual memorabilia? Why do you think that people are interested in collections and in the pastime of collecting? Do you collect anything because you think it will be of much greater value in coming years? If yes, do you think you will be able to part with the collection in exchange for a financial profit? Why else do people have collections?

4. Almost everyone collects something. Direct students to pull together representations of their favorite personal collections. Ask each student to bring in samples of the collection, if possible, or photos of it, and to explain to the class why he/she collects these particular items.

LINKS:
http://www.tour-eiffel.fr/indexuk.html
http://wwwusers.imaginet.fr/~chouard/
http://www.triumph-ent.com/eiffeltowercookiecutter.htm

Wild Kingdom : Amazon River Turtle

1. Locate the Amazon basin on a map. Why do you think its inhabitants have let the turtle population dwindle to dangerously low levels? What are conservationists doing to reverse the trend?

2. Explain "sustainable management." How could this kind of conservation raise the standard of living for the residents on the Jaraua River? Why do you think that children who visit and hold young turtles might be more inclined to care for their population than those who have not seen them?

3. Have you been taught about conserving various resources? What ways of teaching have been more effective to you, lecture style or a more active style? Do you find that you are more likely to do something just because you are told to or because you understand the reason why? How does this question relate to the strategy of the teachers on the Mamiraua Reserve?

4. Challenge students to design a lesson plan on conserving a specific resource of the Earth: a particular type of animal or plant, water, land, etc. Place them in groups, and be sure that they target a specific age range of students. Ask them to write the objectives of the lesson plan, the strategies they would use to teach, a student activity, and questions to ask the targeted student group. Have each group present its lesson to the class (or those parts that can actually be done in the class), and have the class evaluate the effectiveness of the plan.

LINKS:
http://alaike.lcc.hawaii.edu/zoology101/Report_Files/rivturtl.htm
http://www.nando.com/newsroom/ntn/health/081297/health9_21458_noframes.html
http://www.inem.org/
http://www.sca-inc.org/

EDITOR'S NOTE:
Grozny
Gustave Eiffel
hatchling
sustainable management
predators
Amazon basin

NEWSROOM CHRONICLE

Student Bureau : Drugs: Perceptions, Realities (Part IV)

1. How did the Katharos program get its name? Who is the focus of this program? What were Lissette's and Devyn's lives like before they came to Katharos? How did each young woman start using drugs? What has each young woman's rehabilitation experience been?

2. According to Katharos Director Dr. William Preston, what percent of addicts relapse within a year of their treatment? Why does he believe that the success rate is better with residential treatment? How did Andrea benefit from this treatment? How does education play a key role in recovery at Katharos?

3. Dr. Preston says of those who undergo rehabilitation, "No, you're not cured. You have received treatment to the point that you can handle it...it's a day to day process, one day at a time." Challenge students to learn more about substance abuse and different treatment options. Have them use the Internet and other resources to locate information and share it with the class. Next, invite a professional in this field to talk to the class about the power of drug addiction and evaluate the treatment options for their effectiveness. Remind students that the best way to avoid the challenges of addiction and rehabilitation is to never start taking drugs.

LINKS:
http://www.prairienet.org/community/health/prairie/20.html
http://www.hubplace.com/addictions/
http://www.healthatoz.com/atoz/Teen/tswarningsigns.asp
http://www.healthatoz.com/atoz/Teen/tssites.asp

EDITOR'S NOTE:
addiction
drug abuse
chronic disease
relapse

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CNN NEWSROOM Guide

February 25, 2000

When teachers use CNN NEWSROOM, they see news linked to the curriculum through discussion questions and activities. Enrollment is FREE. Call 1-800-344-6219 or enroll online at http://turnerlearning.com/newsroom/enroll.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 02:25... 04:45
Mozambique's people endure the country's worst floods in 50 years.

In the Headlines: Philippines Volcano ... 02:05... 06:50
Thousands flee their homes as Mount Mayon erupts.

YOUR DAILY DESK ... 00:30... 07:20
Village Green 2000 ... 02:40... 10:00
Technology reshapes our concept of "comunity."

WORLDVIEW ... 00:30... 10:30
Inside Asia ... 03:10... 13:40
Mysterious shapes on the ocean floor in southern Japan remain unexplained.

Culture Watch ... 03:45... 17:25
Romanian artists celebrate their freedom through their music.

Artistry in Action: South African Street Theater ... 03:10... 20:35
Street performers cheer the residents of Alexandra.

NEWSROOM CHRONICLE ... 00:45... 21:20
Student Bureau ... 02:55... 24:15
CNN's Student Bureau looks at TNT's Freedom Song, a civil rights docudrama airing on Sunday, February 27.

Artistry in Action: Walker Evans ... 03:05... 27:20
New York's Metropolitan Museum of Art higlights the photographs of Walker Evans.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Mozambique Floods

1. What has caused the recent crisis in Mozambique? What long-term effects will the citizens face? What are the immediate dangers to the people? How are crisis centers trying to help prevent disease? Why don't the government authorities want people to rebuild their homes?

2. What is cholera? What is maleria? What causes these diseases? How can they be prevented?

3. Have students locate Mozambique on a map. Using websites and other sources, ask them to explain why Mozambique is a target area for a cyclone to hit. Discuss cyclones, their sources, and characteristics. If you live in a hurricane-prone area, discuss safety measures.

4. The news story mentions that Mozambique was finally recovering from the aftermath of a 16-year civil war. Place students in small groups and ask them to research the causes and history of the war in Mozambique and its affects. Ask them to assess the need for world assistance in order to avoid losing all the ground they have made in rebuilding following the war.

LINKS:
http://www.aoml.noaa.gov/hrd/tcfaq/tcfaqA.html#A1
http://www.cnn.com/2000/WORLD/africa/02/24/mozambique.01/index.html
http://www.unsystem.org.mz/
http://www.sas.upenn.edu/African_Studies/Country_Specific/Mozamb.html
http://www.mozambique.mz/eindex.htm
http://dailynews.yahoo.com/h/nm/20000224/wl/mozambique_cyclone_5.html
http://www.info.usaid.gov/ofda/safricafl_fs3_fy00.html

In the Headlines: Philippines Volcano : In the Headlines: Philippines Volcano

1. Where are the Philippines? The news story states that Mount Mayon threw debris 8 kilometers into the air. How many meters are in a kilometer? How many feet in a meter? How many feet in a mile? How many miles high was the eruption? The heat of the lava is 900 degrees celsius. What is that in farenheit? Compare this to the temperature at which water boils. Besides the extreme heat and debris, what other residue from volcanoes can cause health problems and death?

2. Have students research the causes of volcanic eruptions. To show their understanding, ask them to diagram the process.

LINKS:
http://www.cnn.com/2000/ASIANOW/southeast/02/24/philippines.volcano/index.html
http://vulcan.wr.usgs.gov/Volcanoes/Philippines/Maps/map_philippine_volcanoes.html
http://search.news.yahoo.com/search/news_photos?p=volcano&n=10&hn=30&b=11
http://vulcan.wr.usgs.gov/home.html
http://magic.geol.ucsb.edu/~fisher/

EDITOR'S NOTE:
cyclone
displacement center
malaria
cholera
super-heated

YOUR DAILY DESK

Village Green 2000 : Village Green 2000

1. Characterize the Paul's barbeque restaurant and Howard Rheingold's "Well." In what ways are they different and similar? Which do you prefer, and why? What can the barbeque restaurant give you that "the Well" cannot, and vice versa? Which of those offerings are more important to you? Explain.

2. Look up the word "community" in a dictionary. Compare the definition with those presented in the news story. With which definitions do you agree? How do you define the word? How do you define a "virtual community"? Look up "virtual" in a dictionary. Does the definition make you feel that a web community is less real? Explain.

3. Where do you go to find a sense of community? Do you belong to communities both on the Web and in physical space? If yes, what do you give and receive from both, and how do those qualities differ between the two kinds of communities?

4. Ask students to look at some of Rheingold's arguments for online communities on some of the websites listed below. Direct students to write an essay in which they analyze ways in which online communities have changed the the behaviors and patterns of individuals. Have them predict how further advances in technology will affect society. Ask them to conclude with their opinion to the following question: Has the personal PC and the World Wide Web helped or harmed modern culture? Explain.

5. The news story mentions that some people meet first on the Internet; then later meet in public and go on to have relationships extending beyond their Web friendships. Real time and place meetings are NOT recommended for teens. Go over safe Internet practices with your students and remind them of potential dangers in revealing personal information to unknown users.

LINKS:
http://www.well.com/
http://www.rheingold.com/
http://www.well.com/user/hlr/vcbook/index.html

EDITOR'S NOTE:
community
virtual community
village green

WORLDVIEW

Inside Asia : Japan Atlantis

1. Where is Yonaguni Island? What have divers found off its coast? What are the theories about how the formations were created? How could the formations boost tourism?

2. The fourth website listed is the online home of World Heritage sites. Direct students to learn more about them; then pose the question: Should the ruins off of Yonaguri be added to the list of World Heritage sites? Why or why not?

3. What is Atlantis? In what ways do the archaelogical findings in Japan evoke the Atlantis myth? In

what other places in the world have people found inexplicable structures in the ocean? Why do you think that people like to believe the Atlantis story? Do you believe that Atlantis existed? Explain.

4. Challenge students to learn more about the supposed lost continent of Atlantis - what it was, where it is thought to be, what was important about it. Have them also learn more about the Yonaguri ruins and decide whether or not this could have been the location of Atlantis. Have them share their findings in class.

LINKS:
http://www.bestweb.net/~kali93/oct98/atlantis.htm
http://www.daisanbunmei.co.jp/Tp_English/pacific.html
http://home.interpath.com/aztlan/brainrape/html/japanese_pyramids.html
http://www.unesco.org/whc/nwhc/pages/home/pages/homepage.htm
http://www2.eridu.co.uk/eridu/minisites/atlantis.html
http://www.angelfire.com/hi/alhawk/atlanthira.html

Culture Watch : Romanian Music

1. What different types of Romanian music are represented in the video? How do the artists feel about what they are creating? In spite of their relatively newfound creative freedom, why are some Romanian artists facing tough times? According to Alexandru Belciu, why are the Romanian people pessimistic?

2. Economically and politically speaking, how has life changed for the performers with Romania's National Opera since the days of communism? In spite of current problems, why is Chorus Master Stelian Olariu happier today? Why is he especially proud of the latest song he created? Which do you think most American artists value more: Their freedom of expression, or the financial gains they earn? Which do you think is more valuable? Explain your answers.

3. Romania's existence under Soviet domination was different from that of most of its Eastern European neighbors. Romanian officials often openly ignored or defied Soviet mandates. In 1984 Romania participated in the Los Angeles Olympic Games, despite a Soviet boycott. It is said that afterwards, Soviet officials sent Romanian leaders a telegram that read: "Gold - stop, silver - stop, bronze - stop, oil - stop, coal - stop, gas - stop." Direct your students to research the Cold War history of Romania and the country's relationship with the Soviet Union. Share student findings.

4. Stelian Olariu points out that there is a big difference between the role of a musician before and after a revolution. Generate a class discussion about this comment, focusing on music both as propaganda and as a source of inspiration. Divide the class into groups. Direct each group to consult student texts and other resources for basic information on a revolution that took place at any time in history. Challenge each group to compose 2 sets of song lyrics (and if possible, music), for the situations before and after the revolution. Have each group present its lyrics (and music.) After the presentations, discuss whether students agree with Mr. Olariu's statement.

LINKS:
http://home.vicnet.net.au/~romclub/florin/history.htm
http://www.romania.org/guide/visitors-guide/rom_eng/cap1a.htm
http://www.theatlantic.com/issues/98sep/fulcrum.htm

Artistry in Action: South African Street Theater : Artistry in Action: South African Street Theater

1. What is street theater? How does the audience respond to the Oposito performance they see in Alexandra? Without the entertainment, how would you characterize the town? What does the performance bring to the residents? What do you think that the performers learn from their

audience?

2. Discuss the style of the Oposito street performers. Would you like to see them live? Why or why not? What do you think their artistic director means when he asks the question, "Can art really be explained?" How do you answer that question? Explain.

3. How does street theater differ from performances that you would go to see in a traditional theater? Have you ever been in the audience at a street performance? If yes, tell the class what it was like and how it differs from attending a traditional play.

4. Have students browse the websites listed to learn more about the business of street performance. Ask if they had ever before considered it to be a profession. Have them draw up a class list of attributes it would take to be a successful street performer, recognizing that the audience is not usually required to pay for the performance.

LINKS:
http://www.lefourneau.com/artistes/oposito/accueila.htm
http://www.lefourneau.com/artistes/oposito/joburg99/alexandra/alexandra1.htm
http://www.cape.com/~wayg/sus/msf.htm
http://members.tripod.com/street_performers/
http://www.festivalcity.co.nz/

EDITOR'S NOTE:
Yonaguni ruins
World Heritage site
archipelago
Russian Revolution
Communist regime
Cemetery of the Heroes
street theater

NEWSROOM CHRONICLE

Student Bureau : Student Bureau: Freedom Song

1. hat was the Civil Rights Movement of the 60s? What was a "sit-in"? How does Mary Thomas explain the usefulness of nonviolent protests?

2. Have you ever been in a situation in which your civil rights were being violated? If yes, how did you react, and how did it work out for you? If no, do you think that you could use nonviolent strategies? Why or why not?

3. Do you think that it is important for young people to be taught about the civil rights struggles of past decades? Do you think that we have learned from them? Explain. What parts of the world today struggle with civil rights injustices? What is being done to help those suffering from the injustices?

4. Have a discussion in which students consider the following question: Do you think that civil rights are still an issue in the United States? Challenge them to use websites, newspapers, magazines to compare and contrast civil rights in the United States of the 1960s and of 2000. For issues in which they still find unjustices, ask them to consider nonviolent means that they believe would be effective in correcting the wrongs.

LINKS:
http://www.turnerlearning.com/tntlearning/freedomsong/
http://www.maynardije.org/showcase/caldwell_journals/
http://www.ghgcorp.com/hollaway/civil/contents.htm#civil29
http://www.publishit.com/Authors/K/Kolecki_Mary_C/TheEarlyCivilRightsMovement/page001.html

Artistry in Action: Walker Evans : Artistry in Action: Walker Evans

1. Who was Walker Evans? How did he best "tell a story"? What was his most famous work? With what subject was the text concerned? What were Evans' favorite subjects?

2. What was the Depression? The news story says the Evans created the "defining images" of the Depression. How would you characterize these works? What do they communicate to you?

3. The news story also declares that Evans "records those moments where America reveals itself honestly and directly. His pictures tells us who we are, and what we are as a people..." Refer to Evans' photos on the video to explain this quote. What is an "honest America," and how do you think that Evans' photos depict American people? Do they depict you and people you know? Why or why not?

4. Have students look through the listed websites and/or other resources to find a photo that they like. Ask them to write a critique of the photo, looking at techniques and describing how the techniques create an aura that is appropriate to the subject.

LINKS:
http://www.masters-of-photography.com/E/evans/evans.html
http://xroads.virginia.edu/~UG97/fsa/welcome.html
http://www.artcyclopedia.com/artists/evans_walker.html
http://www.getty.edu/publications/titles/walker/

EDITOR'S NOTE:
the Depression
candid photo
Civil Rights Movement
nonviolent strategies

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 28, 2000

Do you think that truck drivers should get more of a reprieve from the price increases than others who must commute to their jobs every day? Explain.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:30... 02:05
Top Story ... 02:10... 04:15
Cutbacks by oil-producing countries hit consumers in the wallet.

YOUR DAILY DESK ... 00:30... 04:45
Environment Desk ... 02:05... 06:50
Eagles soar once again on a Wisconsin preserve.

WORLDVIEW ... 00:30... 07:20
Around the World ... 09:30... 16:50
Earth is undergoing dramatic demographic changes as a result of staggering population growth.

NEWSROOM CHRONICLE ... 00:30... 17:20
Black History: The Blues ... 04:50... 22:10
The blues convey the African American experience in a musical format.

Extra: Johnnie Billington ... 05:05... 27:15
Singer Johnnie Billington teaches the blues legacy to the next generation.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Rising Fuel Prices

1. What is the average price of gasoline at the pumps? What is it in your area? How much of an increase does the current price reflect, as compared to the price a year ago? What is the cause of the increase? What other petroleum-based items have increased, besides gas for vehicles? Which consumers have not been affected? Who is especially feeling the increase?

2. Do you think that the increase is due to a shortage of petroleum natural resources, or is the shortage a manmade one? Explain. Why would countries intentionally cut back on the amount of petroleum

they are willing to sell if there is plenty to be sold?

3. Do you think that truck drivers should get more of a reprieve from the price increases than others who must commute to their jobs every day? Explain.

4. Ask students to research the reasons for the current fuel price increase. Based on their findings, ask students to write a persuasive paper taking a position on oil price fixing. Do they believe that the oil supply should be regulated by higher prices, or not? In what ways do they recommend that countries prepare their citizens for increasing gas prices: in what ways can people conserve to keep down their personal petroleum expenses?

LINKS:
http://www.cnn.com/2000/US/02/24/energy.oil.01/index.html
http://www.cnn.com/2000/US/02/22/trucker.protest.03/
http://www.opec.org/

EDITOR'S NOTE:
oil contracts
petroleum-based products
diesel tax

YOUR DAILY DESK

Environment Desk : Eagle Tourism

1. What bird of prey has enjoyed a comeback in Sauk Prairie, Wisconsin? What environmental conditions make this location ideal for these birds to live and reproduce? About how many nesting pairs are in Wisconsin? How many of those pairs are located in Sauk Prairie?

2. How has the business community helped in the eagle conservation effort? What economic benefits have developed related to increased numbers of eagles? Why do you think people are so interested in these birds? What do you think motivates people like Gene Unger to turn down high-priced offers from real estate developers?

3. Challenge your students to learn more about what caused the bald eagle to become endangered and how, over time, the species recovered. Working in small groups, have students:
    1. Research the events, trends and milestones that caused the bald eagle to become endangered.
    2. Find out when the bald eagle was placed on the endangered species list.
    3. Research events, trends and milestones that led to removing (delisting) the bald eagle from the endangered species list.
    4. Find out when the bald eagle was delisted.
    5. Create a timeline including all the facts from the above research.

    Have groups share and compare their timelines. Then discuss how Wisconsin's development and eagle recovery efforts exemplify the causes and effects related to the general demise and recovery of bald eagles.

LINKS:
http://www.myworld.org/pubs/NewsReleases/1994/Jun/c_eagle.html
http://www.manzanodragon.com/manzanovalley/cyberlibraryV/bioeagl.html
http://www.amrivers.org/missourim/baldeagles899.html
http://www.learner.org/jnorth/www/jn95/migrations/satellite/bio-eagl.html
http://www.saukprairie.com/page3.htm

EDITOR'S NOTE:
biotic potential
Sauk Prairie

WORLDVIEW

Around the World : Population Overview

1. What happened to the world's population over the last century? According to United Nations projections, what will happen to the global population by the year 2150? Why do experts believe that the long-feared "population bomb" may not "go off"?

2. Why are women in industrialized nations having fewer children? Which nation now has the world's lowest birthrate? What region has the world's highest birthrate? What are some reasons why women in places like Sub-Saharan Africa and India are having larger families?

3. Describe how overpopulation has negative economic consequences, especially in developing nations. Consider other, non-economic ramifications of overpopulation in a developing country: Do you think that there could be political consequences as well? If so, explain how overpopulation could lead to social unrest and political instability.

4. Besides an increasing birth rate, what other factor is contributing to rising global population numbers? What has happened to the human lifespan over the past century? How will the "health explosion" change global demographics over the next 50-60 years? How will aging populations change society in industrialized nations? In developing nations? What epidemic is cutting into gains in human longevity?

5. What factors cause the movement of massive numbers of people? How might wars and migration impact national and global populations? What do the terms "urban" and "rural" mean? How will the balance between urbanites and rural dwellers change by the year 2015? Discuss the political, social and environmental impact of the growth of megacities.

6. In the story we hear that the role of women in a society impacts the birthrate of that society. Divide the class into small groups, and direct each group to select one country. Have each group conduct research to learn more about the political, economic and societal status of women in that country. Are women in this country allowed to hold jobs? Are they afforded an education? Do they have the right to participate in the political process? Have groups present their findings. Discuss how economic and political opportunity for women presents a possible solution to the problem of global overpopulation.

7. Challenge students to consider ways that an aging population might have an impact on their lives. Group students. Tell groups to pretend the year is 2050, and that the population of people over age 60 now outnumbers those under the age of fifteen. Give groups time to discuss the possibilities; then have a spokesperson for each explain how life would be different, in areas including the arts, economics, business, government and lifestyles.

8. To help students better visualize what is happening to global population, have them consult the first website below. In this table provided by the U.S. Census Bureau, direct students' attention to the column labelled "Annual Growth Rate." Divide the class into small groups, and assign each group one period of the 100 years cited in the chart (from 1950-2050.) Using coordinates in the x,y plane, have each group plot the annual global population growth rate for each year it was assigned on posterboard. Have each group present its graph. Put all the graphs together in chronological order and note any trends. Does this data seem to support or reject what students have learned from this

story? Discuss the factors responsible for any trends students see.

LINKS:
http://www.census.gov/ipc/www/worldpop.html
http://geography.miningco.com/education/geography/library/weekly/aa051198.htm
http://overpopulation.com/index.html
http://geography.miningco.com/education/geography/msub24.htm
http://www.dean.sbc.edu/pegues.html
http://www.undp.org/popin/fao/women.html
http://www.asienhaus.org/publikat/tagung97/kong.htm

NEWSROOM CHRONICLE

Black History: The Blues : Black History: The Blues

1. According to the news story, who created the blues? What is this music about? Why do people compose and sing the blues? Where did this music have its beginnings? Why do you think that it began in this part of the United States?

2. Why was there no blues music previous to post-Civil War emancipation? What kind of music was predominant among African Americans before the blues? Though they received freedom from slavery, much of the new music talked about hardship. Why?

3. Using a map, locate Routes 49 and 61. Where do these roads intersect? Why do you think that the new story concludes that "anywhere else is better than this place"?

4. In what ways have the blues influenced other music forms, such as rock, jazz and rap? What is distinct about blues music: what separates it from other forms of music? While it is considered a music form conceived by African Americans, why do you think that it is so well loved by races throughout the world?

5. Direct students to research a famous blues singer, such as Muddy Waters, B.B. King, Etta James, or Bessie Smith. Direct them to compare and contrast the information they find to what they know about one of their favorite musicians. They should consider the following questions in their essay: In what ways are the blues distinct from other kinds of music? In what ways have the blues influenced other music? Have the blues influenced the music of their favorite musician? If yes, in what ways? Finally, ask them to consider whether or not the blues are a distinctly African American musical expression. Certainly there are many white blues singers. Does the message of the music transcend race?

LINKS:
http://www.deltabluesmuseum.org/
http://www.muddywaters.com/home.html
http://www.muddywaters.com/home.html
http://www.hub.org/bluesnet/readings/bessie.html

Extra: Johnnie Billington : Extra: Johnnie Billington

1. Who is "Mr. Johnnie"? How did he earn money and a reputation as a young man? What is his Delta Blues Educational Program? What is its goal? Besides teaching blues music and its history, what benefits does this program offer to disadvantaged children in Lambert, Mississippi? How is the program funded? Who is doing most of the work in blues preservation? What, if anything, is unusual about this fact?

2. Billington has earned numerous awards for his efforts. Why do you think that he continues this program? What does he receive in return? Billington says, "It is better to put a guitar in a child's hand than a gun." Do you think that a program such as Billington's can accompllish this goal? Why or why not?

3. Using listed websites, ask students to learn more about Johnnie Billington. Would they consider him to be a hero? Why or why not? What does it take to be a hero or a role model? Who else can they think of that has taken on the task of helping children out of poverty and crime through learning? Have they been positively influenced by such a role model?

4. Hold a discussion in which students consider other traditions that some adults try to pass on to younger generations. What is "heritage," and why is it important? If any of your students are involved in learning an ethnic or regional heritage, such as folk dancing. music, or storytelling, ask them to explain to the class the value of the lessons. Challenge students to all find a cultural legacy about which they would like to learn more. Encourage them to research that legacy and share its importance with the class.

LINKS:
http://www.pbs.org/riverofsong/artists/e3-johnnie.html
http://cgi.sacbee.com/news/projects/blues/02_billington.html
http://www.bluesed.org/

EDITOR'S NOTE:
blues
Mississippi Delta
emancipation
preservationist
inheritance

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

February 29, 2000

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Top Story ... 02:05... 04:15
Rescuers race to help thousands stranded by floods in Mozambique.

In The Headlines ... 00:55... 05:10
MORE PRIMARIES TODAY

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Health Desk ... 02:30... 08:00
High tech equipment and personalized coaching enters the gymnasium.

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Expectations of prosperity are high as China ushers in the Year of the Dragon.

Inside North America ... 04:30... 16:40
The city of Walnut, California, is a model of diversity.

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Slovenia's government allows threatened citizens to kill endangered brown bears.

NEWSROOM CHRONICLE ... 00:20... 19:55
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Image plays a major role in a candidate's ability to look "presidential."

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African Americans celebrate their link to Africa through rhythmic dancing.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Mozambique Floods

1. How are those stranded by flood waters in Mozambique being rescued? Why is this a dangerous mission? How would you describe the physical and emotional condition of those who are rescued? What are the immediate needs of the flood survivors? How will the focus of international aid soon shift?

2. In one news report, a rescue worker said that she felt as if she was the one deciding who would live and who would die. Why can't the pilots save everyone? How is this situation stressful for the rescue workers as well as for those trying to escape the flood waters?

3. In addition to the drowning hazard, what other health hazards are associated with floods? Divide the class into groups, and have each group choose one disease such as cholera or malaria that often accompanies severe flooding. Have each group research the disease, including its symptoms, treatment, and prevention, and share its findings with the class. Discuss the steps that relief workers and the people of Mozambique must take to prevent epidemics of these diseases in the aftermath of this flooding.

LINKS:
http://cnn.com/2000/WORLD/africa/02/28/africa.floods.02/index.html
http://cnn.com/2000/WORLD/africa/02/28/africa.floods/
http://www.disasterrelief.org/Disasters/971112cholera/

EDITOR'S NOTE:
Mozambique
exposure
sanctuary
displaced

YOUR DAILY DESK

Health Desk : Future of Fitness

1. According to the news story, what equipment and methods will be found in 21st century gyms? How does this picture differ from the gym of the 1980s and 1990s? What kinds of exercise programs are popular now? What methods do experts predict will be more popular in the future?

2. Have you seen evidence of the predicted trends in your school or local gymnasiums? Explain. Do you think that it is important to stay physically fit? Why or why not? What kinds of exercises and activities do you use currently to stay healthy? Which of the new trends appeal to you, and why?

3. Do you believe that high tech jobs are affecting the health of the population? If so, how? In what ways do future gyms and exercise styles plan to overcome that problem? Do you think that these methods will work? Why or why not?

4. More and more, athletic experts emphasize the connection between physical health and mental health. Direct students to learn more about body/mind research, and hold a discussion of their findings in class. Based on what they learn, challenge them to create personal fitness programs for themselves that they can realistically carry out. Ask them to report on how the routine has affected their overall health after one week, two weeks, and one month.

LINKS:
http://www.fitnesslink.com/mind/

http://www.synergydynamics.com/service.htm
http://www.fitonline.com/
http://www.itrainer.com/index/
http://www.apa.org/monitor/feb99/nih.html

EDITOR'S NOTE:
personal trainer
physiologist
fusion

WORLDVIEW

Information Please : China Dragon Year

1. Traditionally, what do most Chinese citizens do to ring in the new year? Why is this year a special one in the Chinese culture? Why do many Chinese feel that the Year of the Dragon is a lucky year? Explain why this year's dragon is considered especially lucky.

2. What negatives are associated with the Year of the Dragon? What happened in 1976 and 1988, the last two Dragon Years? How are these Dragon Years different from this one?

3. In the video we learn that Chinese authorities are cracking down on "books and organizations deemed to be spreading superstition" as the Year of the Dragon begins. Why do you think Chinese authorities would be worried about superstition? What do you know about free expression in China? Do your government leaders have the same reaction to aspects of free speech such as superstition? Explain. Why is the restriction of free speech so vital to the Chinese political system?

4. Challenge students to make their own predictions for China's new year, based on research and factual information. Working in groups, have students research information on China's political system, economy, society and culture. Share group findings. Then have each student write a paper outlining his/her predictions for China in each of these categories, based on the information shared in class. Will this Year of the Dragon be a lucky one for China?

LINKS:
http://www.geocities.com/Tokyo/Towers/7139/czindex.html
http://www.geocities.com/Athens/Oracle/6366/chinese.html
http://www.insidechina.com/
http://news.bbc.co.uk/hi/english/special_report/1999/09/99/china_50_years_of_communism/newsid_453

Inside North America : Diverse Town

1. Where is the city of Walnut located? Why is it being heralded as a city for a new millennium? What is the racial and ethnic composition of Walnut? How do the different groups get along in this community?

2. How is Walnut different from other communities that have experienced an influx of cultural and racial diversity? Why are the different ethnic and racial groups staying in Walnut? Although there is a comfortable lifestyle in Walnut and most people seem accepting of others' cultures, one resident alludes to the fact that everything is not perfect in this community. What problems might a community like Walnut have? Are any of these issues present in your community? If so, what is being done to address them?

3. How do the locals, including the city's record keeper, first African-American mayor, and students, perceive their city? Why are many surprised when visitors call their city "diverse"?

4. Read this quote from HUD Secretary Andrew Cuomo to students: "For us our diversity is our greatest strength but at the same time it's our greatest potential weakness. The tension that race poses is a tension that has been with this nation from birth." In class discussion, ask students to compare it to this quote from Walnut's first and only African-American mayor, William Choctaw: "My position was our city shouldn't be like it was 10 or 15 years ago and that indeed diversity was a strength and not a weakness. It was not something to be feared, but embraced." Generate a class discussion about cultural diversity: Is it a strength or a weakness? Should cultural differences be underscored or ignored? With which speaker do students agree, Mr. Cuomo or Mr. Choctaw? Why? Discuss.

LINKS:
http://www.hud.gov/2020/0729des.html
http://www.narm.com/news/sb/1996/0396/031.htm
http://education.indiana.edu/cas/tt/v2i2/cultural.html
http://www.careermosaic.com/cm/cm33.html

Wild Kingdom : Slovenia Bears

1. What decision by Slovenian authorities has angered advocates of the brown bear? Under government guidelines, what could happen to the overall population of the brown bear as a result? How have members of Slovenia's parliament reacted to the ruling? How have bear hunters reacted? Why do you think bear hunters are against allowing citizens to kill the bears?

2. Have students conduct research to learn more about the brown bear and its habitat. In what areas of the world is this bear species found? Where is it most endangered? Share student findings. Have them locate Slovenia on a world map. What geographic features of this country make it suitable to the brown bear's habitat? How might the dwindling brown bear population in Slovenia impact the ecosystem there?

LINKS:
http://www.matkurja.com/slo/country/
http://www.agroweb.bf.uni-lj.si/ministry.htm
http://www.panda.org/kids/quiz/brn_bear/qbbrmain.htm
http://encarta.msn.com/index/conciseindex/6E/06E96000.htm

EDITOR'S NOTE:
lunar new year
Buddha
zodiac
census
enclave
ethnicity
mortality
ecologists

NEWSROOM CHRONICLE

Democracy in America: Presidential Image : Democracy in America: Presidential Image

1. What is a photo op? According to the video, what did presidents do in the days before photo ops to enhance their images? What kind of an image did Abraham Lincoln project? How was he able to appeal to the common man?

2. What are some of the "romantic" images Americans have of former presidents? How was John F. Kennedy able to capitalize on his image on television? Besides his physical appearance, what else did John F. Kennedy have to his political advantage? How is the timing of a candidate's message as important as one's image? What is the downside of attaching oneself to an image?

3. To illustrate the impact of presidential image, try this activity with your students. Read a series of presidents' names to your students. Pause briefly after each and challenge students to write down as many adjectives as they can they would associate with that president. (Note: You may want to make sure these are presidents your students have studied or with whom they are familiar.) After reading the names and asking students to write their responses, ask for volunteers to share their lists of adjectives. Note similar answers among students. Do students think most people would respond with descriptors similar to theirs? Generate a class discussion about the importance of image and how it shapes popular perceptions of presidents.

4. How are political images often altered or exaggerated? Challenge students to find examples of political cartoons that play on images of presidential candidates or a president. Ask students to share their findings. In each case, how does the cartoonist treat the image of that candidate or leader? How is the image part of the cartoonist's message?

LINKS:
http://cnn.com/ALLPOLITICS/
http://www.americanpresidents.com/
http://www.govote.com/index.asp?src=goto

Special Series : Black History Month: Stepping

1. Why was the joint performance by Step Afrika and the Soweto Dance Theater such a unique event? What two artforms does this performance combine? Where did Brian Williams get the idea for this collaboration? How do the common elements of these dances suggest a connection for African Americans to the continent of Africa?

2. What is stepping? How would you describe it? How did it get its start? What does stepping have in common with gumboot? Why does one speaker in the video call stepping "explosive dance"?

3. The dancers in this performance speak of their common dance elements as cultural. Can you think of any other dances you would also categorize as cultural? Explain. What do you think is responsible for the recent popularity of African, Celtic, Latin and other cultural dances? Would you be interested in attending performances of any of these types of dances? Would you like to learn any of these dances yourself? Explain.

4. In the video we hear the word "diaspora." Generate a class discussion about this word and its meaning, and how it applies to African culture. Challenge groups of students to conduct research into different aspects of African culture, including art, music, dance, folklore and history and share their findings. Discuss how influences of African culture can be found in students' everyday lives as well as around the world.

LINKS:
http://www.geocities.com/Athens/Olympus/8192/index.html
http://www.simplygreek.com/articles/113098b.html
http://www.artslynx.org/dance/afro.htm

EDITOR'S NOTE:
image
photo opportunities
Media Age
stepping
gumboot
diaspora

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